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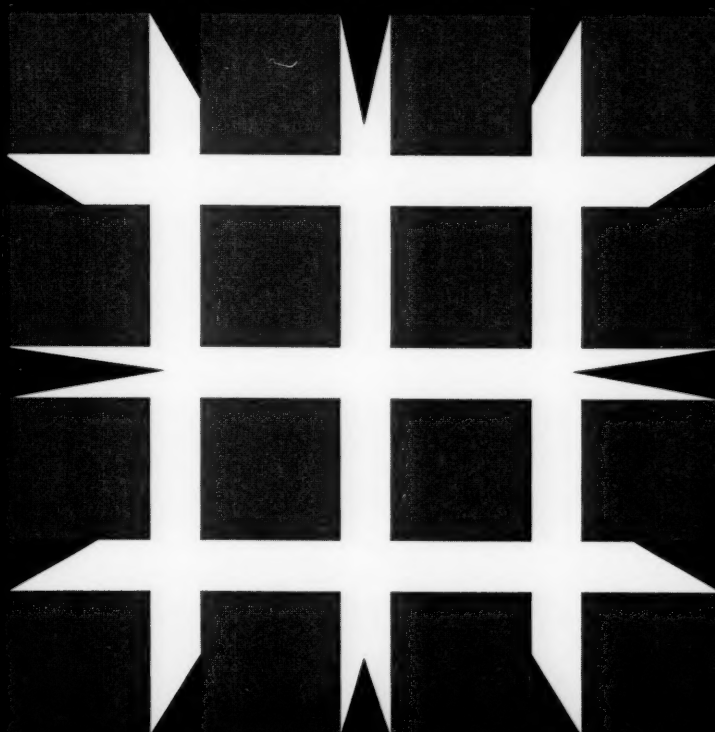
December 2000

VOLUME 35/NUMBER 12

RIE

RESOURCES IN EDUCATION

ED 441 947 — 442 922

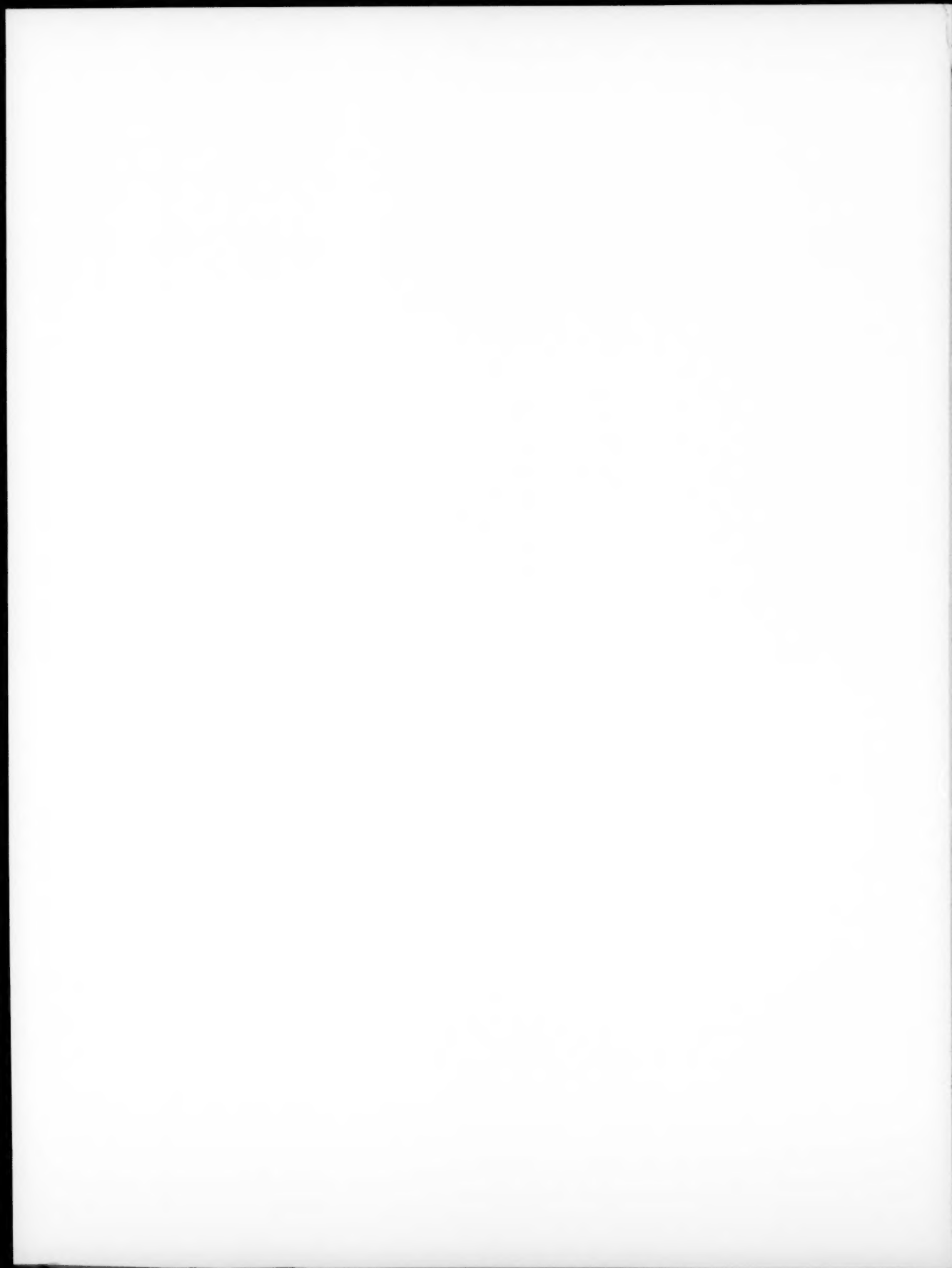


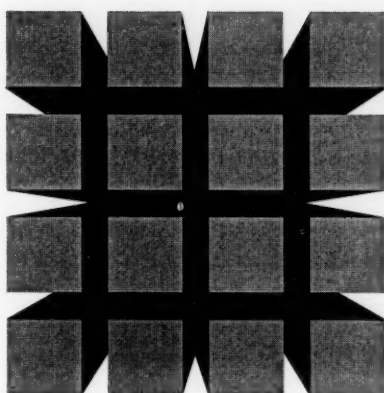
EDUCATIONAL RESOURCES



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National Library of Education
Office of Educational Research and Improvement
U.S. DEPARTMENT OF EDUCATION





RIE

RESOURCES IN EDUCATION

ED 441 947 — 442 922

December 2000

Volume 35/Number 12

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EDUCATIONAL RESOURCES



INFORMATION CENTER

Resources in Education (RIE) is processed for printing by Computer Sciences Corporation, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of RIE do not necessarily reflect official OERI policy.

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Introduction

Resources in Education (RIE) — A monthly abstract journal announcing recent document literature related to the field of education, permitting the early identification and acquisition of documents of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208-5721

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related documents and journal articles. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational subject area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal:

Resources in Education is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with a prefix ED (**ERIC Document**). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents:

The documents cited in **Resources in Education**, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for paper copy and microfiche is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC:

If you have documents that you would like to have considered for announcement in **Resources in Education**, you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4483-A Forbes Boulevard, Lanham, Maryland 20706. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE). For additional information, see *Submitting Documents to ERIC* at the back of this issue.

How to Order RIE:

The U.S. Government Printing Office (GPO) prints RIE and functions as its subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order **Resources in Education**"

Selected Acronyms

| | | |
|-------|---|--|
| CH | — | Clearinghouse |
| CIJE | — | Current Index to Journals in Education (CIJE) |
| Comp. | — | Compiler |
| Ed. | — | Editor |
| ED | — | Accession Number Prefix (ERIC Document) |
| | — | Department of Education |
| EDRS | — | ERIC Document Reproduction Service |
| EJ | — | Accession Number Prefix (ERIC Journal Article) |
| ERIC | — | Educational Resources Information Center |
| GPO | — | Government Printing Office |
| MF | — | Microfiche |
| NLE | — | National Library of Education |
| OERI | — | Office of Educational Research and Improvement |
| PC | — | Paper Copy |
| RIE | — | Resources in Education (RIE) |
| SN | — | Scope Note |
| UF | — | Used For |

DOCUMENT SECTION

Sample Document Resume (for Resources in Education)

ERIC Accession Number —

identification number sequentially assigned to documents as they are processed.

Author(s)

Title

Institution — (Organization where document originated.)

Date Published

Contract or Grant Number

Language of Document — documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type — broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability — "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Butler, Kathleen

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-3333-5568-1; OERI-2000-34

Pub Date—2000-05-00

Contract—RI900000

Note—30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1999).

Available from—Campus Bookstore, 123 College Avenue, Chicago, IL 60690 (\$5.95).

Language—English, Spanish

Journal Cit—Women Today; v13 n3 p1-14 Jan 2000

PubType—Reports—Descriptive

(141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

Identifiers—Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 2000 and 2007, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB)

Clearinghouse Accession Number

CE 123 456

Smith, B. James

Sponsoring Agency — agency responsible for initiating, funding, and managing the research project.

Report Number — assigned by originator.

Descriptive Note (pagination first).

Alternate source for obtaining document

Journal Citation

Descriptors — subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers — additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract

Abstractor's Initials

Document Resumes

1

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names, together with the page on which each Clearinghouse's entries begin:

| | Page | | Page |
|---|------|---|------|
| AA - ERIC Processing and Reference Facility | 1 | JC - Community Colleges | 101 |
| CE - Adult, Career, and Vocational Education | 1 | PS - Elementary & Early Childhood Education | 111 |
| CG - Counseling and Student Services | 16 | RC - Rural Education and Small Schools | 124 |
| CS - Reading, English, and Communication | 27 | SE - Science, Mathematics, & Environmental Education | 130 |
| EA - Educational Management | 44 | SO - Social Studies/Social Science Education | 138 |
| EC - Disabilities and Gifted Education | 50 | SP - Teaching and Teacher Education | 150 |
| EF - Educational Facilities | 60 | TM - Assessment and Evaluation | 161 |
| FL - Languages and Linguistics | 62 | UD - Urban Education | 175 |
| HE - Higher Education | 70 | | |
| IR - Information & Technology | 97 | | |

AA

ED 441 947 AA 001 323
Resources in Education (RIE). Volume 35,
Number 12.

Computer Sciences Corp., Lanham, MD.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Lanham, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-0098-0897

Pub Date—2000-12-00

Contract—ED-00-CO-0016

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$78 (Domestic), \$97.50 (Foreign). The ERIC database in electronic form can be purchased from the ERIC Facility: ericfac@inet.ed.gov

Journal Cit—Resources in Education; v35 n12 Dec 2000

Pub Type—Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education
"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version

Page

Page

of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

CE

ED 441 948 CE 079 532

Allen, Robert C.

Education and Technological Revolutions: The Role of the Social Sciences and the Humanities in the Knowledge Based Economy.

Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—1999-11-00

Note—35p.

Available from—For full text: <http://www.sshrc.ca.pdf>.

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Bachelors Degrees, Case Studies, College Graduates, Comparative Analysis, Economic Change, Economic Development, *Education Work Relationship, Educational Needs, Employed Women, Employment Patterns, Foreign Countries, Graduate Study, Graduate Surveys, High School Graduates, Higher Education, *Humanities, Information Needs, Information Technology, Labor Needs, Needs Assessment, Occupations, *Outcomes of Education, Position Papers, Productivity, Relevance (Education), Salary Wage Differentials, Secondary Education, Sex Differences, *Social Sciences, Tables (Data), Technical Education, *Technological Advancement, Trend Analysis, Two Year Colleges, Unemployment, Womens Education

Identifiers—*Canada, *Information Economy, Return on Investment, United States

The role of the social sciences and the humanities in a knowledge-based economy was examined in a comparative study of the income and employment outcomes of secondary-, postsecondary-, and graduate-level study programs in technical fields, the social sciences, and the humanities in 1991-1996. Special attention was paid to the following areas: the economic success of graduates in 1996; rates of return on investment in education in selected fields; employment changes in 1991-96; a case study of the British Columbian labor market; techism and eco-

omic development; and the productivity approach and economic development. The study established that computers and information have revolutionized business organization and increased the demand for social science and humanities graduates. Technological advances and the resultant falling cost of information has made the hierarchical organization inefficient and increased the need for workers with the following types of skills and abilities that are cultivated in social sciences and humanities programs: (1) to understand the information generated by computer systems, analyze it, relate it to the world, and act on it; (2) to make critical and independent judgments; and (3) to develop the interpersonal and communication skills needed to deal with clients and work together in self-directing teams. (MN)

ED 441 949 CE 079 679
Review of the Workforce Development System. Report No. 99-34.

Florida State Legislature, Tallahassee. Office of Program Policy Analysis and Government Accountability.

Pub Date—2000-02-00

Note—248p.; Exhibit 1.1 may not copy adequately.

Available from—Office of Program Policy Analysis and Government Accountability, 111 West Madison, Tallahassee, FL 32399-1475; 800/531-2477; fax: 850/487-3804; e-mail: oppaga@mail.oppaga.state.fl.us; website: <http://www.oppaga.state.fl.us/>

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Community Colleges, *Delivery Systems, Employment Programs, Employment Services, Job Banks, *Job Training, *Labor Force Development, Partnerships in Education, Postsecondary Education, Program Effectiveness, Program Evaluation, Public Agencies, Secondary Education, State Programs, *Systems Development

Identifiers—*Florida

A review of Florida's work force development (WD) system focuses on state-level entities and programs involved in providing job training services, workforce education services, and other services to help persons obtain and retain jobs. State-level WD entities consist of 10 state agencies and public-private partnerships, 2 primary state-level boards, and 33 other commissions, boards, and councils. State agencies and 2 primary boards administer 61 WD programs. At the local level, 24

regional WD boards and 24 local Work and Gain Economic Self-Sufficiency (WAGES) coalitions provide access to WD services at 179 1-stop career centers. Florida's current WD system is highly fragmented and impeded with over 270 entities involved in service delivery and planning. Programs overlap in providing the same services and/or serving the same population groups. Service delivery for post-secondary vocational education is divided between school districts and the community college system. At a minimum, incremental streamlining of the system could be achieved through elimination of the WAGES Program State Board and further privatization in the Workers' Compensation Reemployment Services Program. (These appendixes follow the 20-page report: state agencies and public-private partnerships involved in Florida's WD system; state-level commissions, boards, and councils involved; survey of state WD programs; regional WD boards; WD programs providing the same services, serving the same population groups, or providing the same services to the same targeted population groups; and responses to the review.) (YLB)

ED 441 950 CE 080 188

Mikulecky, Larry

Developing and Teaching in Workplace Literacy Programs.

Pub Date—2000-05-03

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (Indianapolis, IN, May 3, 2000).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Literacy, Adult Students, Curriculum, *Curriculum Development, *Education Work Relationship, *Educational Needs, *Educational Research, Literacy Education, On the Job Training, *Reading Instruction, *Workplace Literacy

Three areas of research are particularly important for educators concerned with literacy in the workplace. The areas are the following: (1) the National Adult Literacy Survey results that show that for many workers there are gaps between tested literacy abilities and the new literacy demands present in the most promising jobs; (2) 2 decades of studies that demonstrate the benefits of functional context literacy instruction, which matches instruction to settings and materials with which learners have daily contact; and (3) several detailed case studies that focus upon the dangers inherent in simplistic approaches to designing workplace literacy instruction. The implications of this research for educators are that there is a broad population in need of support to handle the literacy requirements of the new workplace, that there is a need for multi-level programs, and that learners should be involved in planning their instruction. (Contains 11 references.) (KC)

ED 441 951 CE 080 189

Fink, Rosalie P.

Gender, Self-Concept, and Reading Disabilities.

Pub Date—2000-00-00

Note—21p.

Journal Cit—Thalamus: Journal of the International Academy for Research in Learning Disabilities; v18 n1 p15-33 Spr 2000

Pub Type—Journal Articles (080) — Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, Females, *Intellectual Development, Learning Disabilities, Males, *Reading Difficulties, Reading Habits, Reading Improvement, *Reading Instruction, Reading Interests, Reading Research, *Resilience (Personality), *Self Concept, Sex Differences, *Success, Womens Education

A study of highly successful men and women with reading disabilities used a developmental approach to investigate how, and under what conditions, males and females with reading disabilities develop high literacy levels and resilient self-con-

cepts. The 60 participants in the study included a Nobel laureate, a member of the National Academy of Sciences, and other leaders and professionals in a variety of careers that require extensive reading (i.e., medicine, law, business, and the arts and sciences). The participants self-reported learning disabilities or reading difficulties and were interviewed using 20 questions; background information was also gathered about them. The study found that the participants demonstrated strong, enduring concepts of self, with no significant differences by gender. Both men and women with reading disabilities developed literacy through avid reading of high-interest texts. A difference between the sexes was in their favorite topics and genres, which followed traditional gender patterns. In addition, women were more likely to be encouraged to develop their femininity and grace, while men were encouraged to overcome their difficulties. The instructional implications of the study's findings are that students should be helped to develop and follow their passion in reading and should be led to critical analysis of reading. Recommended teaching methods include using twin texts (fact and fiction on the same topic), creative writing, and helping students to challenge educational expectations in all domains. (Contains 79 references.) (KC)

ED 441 952 CE 080 193

Washington, Christopher L.

Influencing Process Change: Understanding the Role of Learning Transfer Climates, Self-Efficacy, and Goal Commitment.

Pub Date—2000-07-12

Note—9p.

Pub Type—Information Analyses (070)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adults, *Educational Needs, *Employee Attitudes, Employer Attitudes, Goal Orientation, *Human Resources, *Performance Factors, Quality of Working Life, Self Efficacy, *Staff Development, Transfer of Training, *Work Attitudes, Work Environment

Work process change is a popular approach to performance improvement in contemporary organizations. Variables that serve as leading indicators of employee performance when process changes take place include employee learning, self-efficacy beliefs, learning transfer climate, and goal commitment. Two critical concerns exist when implementing process change: (1) developing the expertise of individual workers in order to meet the demands of change placed on them, and (2) fostering employee commitment to the goals necessary to achieve the desired state of change. In order to increase the potential of positive change, more research is needed on the potentially dynamic relationship between learning initiatives, the role of learning transfer climates, self-efficacy, and goal commitment in facilitating work process change. (Contains 42 references.) (KC)

ED 441 953 CE 080 209

Weissert, Carol S., Ed.

Learning from Leaders: Welfare Reform Politics and Policy in Five Midwestern States.

State Univ. of New York, Albany, Nelson A. Rockefeller Inst. of Government,

Spons Agency—Kellogg Foundation, Battle Creek, MI.

Report No.—ISBN-0-914341-68-5

Pub Date—2000-00-00

Note—212p.

Available from—The Rockefeller Institute Press, Nelson A. Rockefeller Institute of Government, 411 State Street, Albany, NY 12203-1003 (ISBN-0-914341-67-5 (cloth) \$38.95, ISBN 0-914341-68-5 (paper) \$16.95).

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Change, Children, *Compliance (Legal), *Federal Legislation, Job Placement, Job Training, *State Programs, Transfer of Training, Welfare Agencies, *Welfare Recipients, *Welfare Services

Identifiers—Kansas, Michigan, Minnesota, Ohio, Personal Responsibility and Work Opp Recon

Act, Self Sufficiency, *Welfare Reform, Wisconsin

This book examines welfare reform, occasioned by the federal Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), which abolished Aid to Families with Dependent Children (AFDC) and replaced it with Temporary Assistance for Needy Families (TANF). It is based on research in Ohio, Kansas, Wisconsin, Minnesota, and Michigan that included interviews with political and administrative leaders in state and local governments; review of state documents, contracts, reports, press releases, and other information on welfare reform; and detailed case studies of two local sites within each state. Chapters and authors are as follows: "Learning from Midwestern Leaders (Carol S. Weissert); "Welfare Reform Meets the Devolution Revolution in Ohio" (Charles F. Adams, Miriam S. Wilson); "Kansas Carves Out a Middle Ground" (Jocelyn M. Johnston, Kara Lindaman); "Wisconsin's W-2 Program: Welfare as We Might Come To Know It?" (Thomas Kaplan); "Minnesota's Balancing Act: Boosting Work Incentives and Job Readiness While Controlling Costs" (Thomas F. Luce, Jr.); "Michigan's Welfare Reform: Generous but Tough" (Carol S. Weissert); and "Concluding Comments: Welfare Reform and Governance" (Thomas L. Gais). An "About the Authors" section concludes the document. (KC)

ED 441 954 CE 080 225

Orovat, Esteve Torres, Teresa

The Financing of Vocational Education and Training in Spain. Financing Portrait. CE-DEFOP Panorama.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Report No.—T1-27-00-960-EN-C; ISBN-92-828-8952-1

Pub Date—2000-00-00

Note—88p.; Written with the collaboration of Francese Colomer. Foreword by Sarah Elson-Rogers and Sven Westphalen. For related documents, see ED 426 273, ED 431 106, ED 431 880, ED 435 795, ED 436 649, CE 080 197, CE 080 226 and CE 080 249.

Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391. Tel: 800-274-4447; e-mail: query@bernan.com. Web site: <http://www.bernan.com> (No. 5102 EN, free).

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Adult Education, Developed Nations, *Educational Finance, Foreign Countries, Job Training, Postsecondary Education, Secondary Education, *Unemployment, *Vocational Education

Identifiers—European Social Fund, *Spain

This report describes the funding of vocational education and training (VET) between 1986 and 1998. In Spain, VET is governed by many laws and agreements between the government and social partners. Spain receives structural funds through the European Social Fund (ESF) and European Regional Development Funds (ERDF). Financing of initial vocational training (regulated vocational training and social guarantee programs) is entirely direct. Regulated vocational training is funded by the Ministry of Education and Culture (MEC), divisions or departments of the autonomous communities, local authorities, private funds, and structural funds. Social guarantee programs are funded by MEC, autonomous communities, non-profit institutions, and ESF. All workers have access to training through two national continuing training agreements (ANFCs). Created by the ANFC signatories, the Foundation for Continuing Training (FORCEM) supplies financial support for the following training activities: training plans, individual training leave, and complementary and follow-up measures to training. Continuing training is funded by a training levy, ESF, and private contributions. Unemployed persons participate in National Vocational Training and Occupational Integration Plan (Plan FIP), training workshops/crafts training center programs, and European Union (EU) employment initiatives funded from the levy and ESF. A third reform of the objectives of the EU's

structural funds will lead to considerable changes in Spain, since the volume of resources from the structural funds will decline. (Appendixes include a glossary of abbreviations and 27-item bibliography.) (YLB)

ED 441 955 CE 080 226

Andersson, Ronnie

The Financing of Vocational Education and Training in Sweden. Financing Portrait. CE-DEFOP Panorama.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Report No. — TI-28-00-802-EN-C. ISBN-92-827-5673-4

Pub Date—2000-03-00

Note—74p.; Foreword by Sarah Elson-Rogers and Sven-Age Westphalen. For related documents, see ED 426 273, ED 431 106, ED 431 880, ED 435 795, ED 436 649, CE 080 197, CE 080 225 and CE 080 249.

Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391. Tel: 800-274-4447; e-mail: query@bernan.com; Web site: <http://www.bernan.com> (No. 5103, free).

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Access to Education, Adult Education, Developed Nations, *Educational Finance, Foreign Countries, Job Training, Postsecondary Education, Secondary Education, *Unemployment, *Vocational Education Identifiers—*Sweden

This publication charts and analyzes vocational education and training (VET) funding in Sweden in 1997 with some comparisons back to the late 1980s. Description of the Swedish system for vocational education and training (VET) is complicated, since there is no natural distinction between VET and general education. All initial vocational training is provided within the upper secondary school system and is more than 99 percent financed with public money. Continuing vocational training (CVT) has played a central role in Swedish labor market policy. It includes municipal adult education, folk high schools, staff training, qualified vocational education (QVE), and other continuing VET. Almost all CVT is financed with public money. Financial incentives for enterprises to invest in CVT are publicly financed provisions for vocational training courses, free municipal adult education, and wage costs for the temporary employee within the temporary replacement scheme that entitle employers to a tax reduction. Folk high school students pay their own board and lodging; QVE students are entitled to study grants, while enterprises pay the expenses of the workplace training part. Employment training is totally publicly financed. Combined training programs—schemes that cross traditional training boundaries—are job rotation and educational leave replacement. In the future, Sweden must focus on the current inequity on CVT—well-educated people receive extensive CVT; poorly educated receive very little. (Appendixes include abbreviations and a glossary and a 31-item bibliography.) (YLB)

ED 441 956 CE 080 227

Lee, Lung-Sheng

Technological and Vocational Education in Taiwan.

Pub Date—2000-07-08

Note—8p.; Paper presented at the conference of the Japan Academic Society for Industrial Education (July 8, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Administration Education, Career Development, Curriculum Development, Developed Nations, *Disadvantaged, *Educational Development, Foreign Countries, *Labor Force Development, *Lifelong Learning, Postsecondary Edu-

cation, Secondary Education, Technical Education, *Vocational Education

Identifiers—*Taiwan

Beyond the nine years of compulsory education, Taiwan has the following two additional streams in the educational system: general academic education (GAE) and technological and vocational education (TVE). TVE has the two key features of a complete system to ensure students' horizontal and vertical mobility and a main schooling stream, parallel to the GAE stream at upper secondary and post-secondary school levels. The three levels of TVE—vocational high school, junior college of technology, and university/college of technology (UT/CT)—aim to prepare applicants for technical-managerial posts at the basic, middle, or advanced level. The key prospects regarding TVE in Taiwan are the following: (1) establishing relevant laws to further the development of TVE; (2) adapting the TVE schooling system to improve TVE graduates' access to further education; (3) keeping up with national economic development by cultivating the technical/managerial workforce; (4) developing a lifelong education system while assisting students with career development; (5) reconstructing the TVE curricula and concentrating on industry's needs; and (6) encouraging the participation of disadvantaged groups to achieve equality in education. (YLB)

ED 441 957 CE 080 228

Maxted, Peter

Realising Potential: Helping Homeless and Disenchanted Young People Back into Learning. Foyer Foundation, London (England); Campaign for Learning, London (England).

Spons Agency—Department for Education and Employment, London (England); Lifelong Learning Foundation, Manchester (England).

Report No.—ISBN-1-903107-01-6

Pub Date—1999-00-00

Note—43p.; Supported by Lincoln Financial Group.

Pub Type—Opinion Papers (120)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, Attitudes, Case Studies, Developed Nations, *Dropouts, Foreign Countries, *Homeless People, *Housing, *Learning, Potential Dropouts, *Reentry Students, Residential Programs, Sex Differences, Special Needs Students, *Student Motivation

This guide shows how "Foyers" (safe residences for working/learning youth) and other organizations provide routes back into learning for young people. Chapter 1, "Young People and the Current Learning Agenda," provides a summary of encouraging developments from government, ushering in new learning opportunities for young people. Chapter 2, "Turning Young People Back on to Learning," presents findings from interviews and group discussions to test for differences in attitude between genders and younger people and young adults. These findings show how learning fits into these groups' worlds and focus on their principal interests and concerns; attitudes to learning; motivations to learn; barriers to learning; overcoming barriers; and learning role models. Chapter 3, "The Foyer Movement," describes the Foyer Federation and how Foyers work. Chapter 4, "Learning from Experience," draws seven case studies from selected Foyers and seven from other organizations working with disenfranchised young people. These keys to tackling problems are discussed: time and care, learner involvement, overcoming negative experiences, making it fun, motivation, support and staff, positive learning experiences, holistic approach, paying the bills, managing success, and making partnerships work. Case studies of 12 individuals are included, and a brief resume of each project is found at the end of the chapter. Chapter 5, "Joined-Up Learning," lists key learning points and recommends action to address the issue. (YLB)

ED 441 958 CE 080 229

Drodge, Stephen

The First Phase of the English Regional Development Agencies' Skills Work: A Report on a Small-Scale Research Project.

Pub Date—2000-02-00

Note—17p.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Education, Developed Nations, *Economic Development, Foreign Countries, *Industry, *Job Skills, Labor Force Development, *Labor Needs, *Networks, *Regional Planning, Regional Programs

Identifiers—*England, Regional Development

A study of three Regional Development Agencies (RDAs) traced development of the skills element of their RES (Regional Economic Strategy) and their progress toward an action plan for skills to implement their strategic objectives. The process involved creating a forum on skills; producing a consultation draft skills strategy; and producing a final strategy for skills. Each RDA inherited work and people from predecessor organizations, with existing partnerships of varying strength and effectiveness. Region 1 inherited a network of all appropriate regional partners and an almost completed assemblage and interpretation of regional skills data. Region 2 had not advanced as far, but had conducted a labor market survey and begun to process data and draft the strategy. Region 3 was ahead in general skills and labor market data but had not developed a robust regional skills network. In the next phase, RDA 1 worked with the pre-existing regional skills task group to establish general priorities for the draft strategy. RDA 2 established its own new consultation on priorities. RDA 3 established a group on skills and knowledge in conjunction with regional interests and prepared a draft skills strategy. The RDAs published consultation draft strategies, then engaged in a further consultation exercise. Work continued on skills action plans. The initial position of most partners in relation to the skills responsibilities of the RDAs was one of slightly skeptical good will. (YLB)

ED 441 959 CE 080 230

Mace, Jackie, Ed.

Learning and Skills: Opportunities or Threats for Disabled Learners? FEDA Responds.

Further Education Development Agency, London (England).

Report No.—ISBN-1-85338-546-8

Pub Date—2000-00-00

Note—9p.

Available from—Further Education Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020 7840 5302/4; Fax: 020 7840 5401, e-mail: publications@feda.ac.uk. For full text: <http://www.feda.ac.uk/PDF/ISBN1853385468.PDF>.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Developed Nations, Educational Discrimination, *Educational Legislation, *Equal Education, Foreign Countries, *Learning Disabilities, *Learning Problems, *Postsecondary Education, Special Education

Identifiers—Great Britain

Challenges will be created by proposed changes to post-school education and training for people with learning difficulties and disabilities. Two important bills have been proposed. The Learning and Skills Bill (LSB) changes the whole architecture of the post-school education and training sector. LSB sets up the Learning and Skills Council (LSC) responsible for planning and funding all post-16 education and training; signals a strong emphasis on and commitment to equality of opportunity; allows LSC to secure provision of boarding accommodation; clearly differentiates between provision for youth aged 16-19 and adults over 19; and introduces a requirement for compulsory assessment of pupils with statements of special educational needs. The new Youth Support Service will be responsible for the implementation of these assessment duties. New powers to secure a wider range of learning could address a major barrier to access for learners with learning difficulties and disabilities. A key question is how the LSC will provide funding. The Disability in Education Bill (DEB) enshrines, for the first time, disability rights in education within legislation. It would make it

unlawful to discriminate against a disabled person by failing to make a reasonable adjustment or to treat him or her less favorably. DEB provides a further opportunity to overcome some of the most intransigent barriers to access learning. (YLB)

ED 441 960 CE 080 232

Jones, Huw, Ed. Mace, Jackie, Ed.

Outcomes of Adult Learning: Taking the Debate Forward.

Further Education Development Agency, London (England); National Inst. of Adult Continuing Education, Leicester (England).

Report No.—ISBN-1-85338-537-9

Pub Date—2000-00-00

Note—53p.; Three papers were presented at the Meeting of the Further Education Research Network (December 1999).

Available from—Further Education Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020 7840 5302/4; Fax: 020 7840 5401; e-mail: publications@feda.ac.uk; Web site: http://www.feda.ac.uk (5 British pounds). For full text: http://www.feda.ac.uk/PDF/ISBN1853385379.PDF.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Academic Standards, *Achievement Rating, *Adult Education, *Adult Learning, Educational Development, Foreign Countries, Needs Assessment, *Outcomes of Education

Identifiers—*Great Britain, Value Added

The four papers in this collection are intended to stimulate debate in the adult education sector and to set the agenda for further development work. "Learning Outcomes: Towards a Synthesis of Progress" (Peter Lavender) provides a summary of recent efforts to identify, record, and value learning that does not lead to qualifications. "Learning Outcomes in a Non-Accredited Curriculum: A View from the Adult Education Sector" (John Vorhaus) distinguishes between learning outcomes and other outcomes of involvement in learning. It pays particular attention to the learner's perspective and the consequent issues that arise in measuring achievement. "Standards and the Measurement of the Learning Outcomes of Adult Students in Further Education" (Amanda Hayes) addresses the need to measure the most important outcomes of learning and the difficulty in establishing standards that are comparable and can contribute to value added measures. "Encouraging Adult Achievement" (Anna Reisenberger) sets the debate in the context of new policies for funding, inspection, and quality improvement that are being developed for the Learning and Skills Council. (YLB)

ED 441 961 CE 080 233

Martinez, Paul

Raising Achievement: A Guide to Successful Strategies.

Further Education Development Agency, London (England).

Report No.—ISBN-1-85338-535-2

Pub Date—2000-00-00

Note—131p.; Part of FEDA's Raising Quality and Achievement (RQA) programme with the Association of Colleges (AoC). Foreword by Baroness Blackstone.

Available from—Further Education Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020 7840 5302/4; Fax: 020 7840 5401; e-mail: publications@feda.ac.uk; Web site: http://www.feda.ac.uk (15 British pounds).

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, Adult Education, *Adult Learning, Case Studies, *Change Strategies, Developed Nations, Foreign Countries, *Instruction, Postsecondary Education, *Student

Motivation, Teacher Motivation, Teaching Methods, Tutoring

Identifiers—*Great Britain, Value Added

With the aid of case studies, this guide looks at the varying strategies colleges have adopted for raising achievement among different student groups. Chapter 1 discusses the context and purposes/objectives of this guide. Chapter 2 discusses and challenges myths about achievement. The remainder of the guide is organized into three main sections. Chapters 3-5 introduce some of the most widely implemented strategies used to improve student motivation; develop value added approaches; and extend and refine arrangements for tutoring. Chapters 6-9 review strategies related to teaching, learning, and the curriculum. They are teaching and pedagogy; curriculum design, structure, and strategy; adult achievement and issues around the assessment of adult learning; and support for achievement (processes that mediate student learning including advice and guidance, recruitment and selection, induction, and setting in). Chapters 10-11 examine issues around motivating staff, processes of managing and implementing change, management at different levels, and possible combinations of top-down and bottom-up approaches. Key points from each chapter are brought together in the final chapter. Appendices include 79 references; acronyms; a brief summary of the scope and outcomes of the strategies pursued in the different institutions; and additional information. (Contains 82 references.) (YLB)

ED 441 962 CE 080 236

Reio, Thomas G. Callahan, Jamie L.

Affect, Curiosity, and Socialization-Related Learning: A Path Analysis of Antecedents to Job Performance.

Pub Date—2000-04-24

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association "Creating Knowledge in the 21st Century: Insights from Multiple Perspectives" (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Affective Behavior, Anger, Anxiety, *Curiosity, *Education Work Relationship, *Job Performance, *Performance Factors, Psychological Studies, Service Occupations, *Socialization

Affect, curiosity, and socialization-relation were explored as potential mediators of the relationship between both state and trait affect and job performance. The cross-sectional sample consisted of 81 women and 152 men between the ages of 17 and 50 or older. The typical participant was a male Caucasian under the age of 40 with some college education and an annual salary of less than \$30,000 per year. The participants were obtained from four well-established service industry companies in the Washington, D.C., metropolitan area. The data collection measures included the State-Trait Personality Inventory, a modified version of the Workplace Adaptation Questionnaire, a self-reported measure of job performance, and demographic survey. Two a priori determined "recursive" path models suggesting the causal influence of anger, anxiety, and curiosity on socialization-related learning and (ultimately) job performance were tested. The study provided empirical support for the notion that anger and anxiety, which are two types of emotion that are often overlooked by organizational researchers, can either foster or deter workplace job performance through their influence on individual learning. The study also yielded evidence suggesting that curiosity might be an important mediator between emotion and job performance. (Contains 26 references.) (MN)

ED 441 963 CE 080 237

Kawulich, Barbara B.

Influence of Skills and Education on Work Choices of Muscogee (Creek) Women.

Pub Date—2000-00-00

Note—6p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Learning, *American Indians, Career Choice, Cultural Influences, *Education Work Relationship, Educational Attainment, Elementary Secondary Education, *Employed Women, Employment Level, Employment Patterns, Employment Qualifications, Graduate Study, Higher Education, Influences, Job Skills, Masters Degrees, Outcomes of Education, Skill Development, *Womens Education, *Work Attitudes

Identifiers—*Creek (Tribe), *Muskogee (Tribe)

The influence of skills and education on work choices of Muscogee (Creek) women was examined in an ethnographic study during which 16 Muscogee women with educational levels ranging from an eighth grade boarding school education to a master's degree participated in multiple personal guided interviews. Only two of the women were not high school graduates. Criteria for inclusion in the sample included a variety of job categories, work venues, pay options, and both tribal and non-tribal employment. The women discussed work in the following four domains: home work, public work, community/volunteer work, and cultural/home jobs. Education had a direct relationship to the women's ability to secure employment. The women gave high priority to formal education through the high school level. The women noted positive and negative consequences of becoming educated. Positive consequences included gaining the respect of one's elders, and negative consequences included limiting one's chances for marriage within the tribe. Positive effects of the government boarding school experience noted by the women included making friendships with other Indian children and learning necessary life skills. Negative effects of the experience that were mentioned by the women included acculturation and not learning their native language. (Contains 15 references.) (MN)

ED 441 964 CE 080 238

Enger, John M. Lacey, Candace H.

Private and Local Support of Post-Secondary Public Vocational-Technical Institutes.

Pub Date—2000-04-26

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association "Creating Knowledge in the 21st Century: Insights from Multiple Perspectives" (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Educational Equipment, Educational Facilities, Educational Finance, *Financial Support, Government School Relationship, *Local Government, *Private Sector, *Public Schools, School Business Relationship, *Technical Institutes, Trend Analysis, Two Year Colleges, *Vocational Education

Identifiers—*Arkansas

Arkansas has 10 public postsecondary stand-alone vocational-technical institutes that collectively serve more than 3,000 full-time and 22,000 part-time students. Private sector and local government support of those 10 institutes was examined in a descriptive study based on semi-structured interviews of their presidents and directors and interviews with an individual at each institute who was identified as being responsible for coordinating a listing of the accumulations of contributions given by the private sector and local governments. According to the interviews, Arkansas' public vocational-technical institutes are currently receiving private support in the following four broad categories: financial, personal services, buildings and land, and equipment and supplies. The following types of support in the category of financial contributions were identified: local foundations, grants, donations, scholarships, discounts, and public service announcements. Contributions under the heading of personal services were as follows: board members, advisory committee members, guest speakers, internship supervision, field trips, and training of instructors. Contributions in the final

two categories were as follows: local site acreage; buildings; land; compressed-video instruction facilities; mobile lab instruction facilities; and a wide range of new and used equipment and machinery for use in programs such as auto mechanics, welding, nursing, and emergency medical technician training. (MN)

ED 441 965 CE 080 243

Loock, Joan W. Schmitt, Bette

Wisconsin's Model Academic Standards for Business. Activities Guide. Bulletin No. 00190.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—ISBN-1-57337-081-9

Pub Date—2000-03-00

Note—359p.; Foreword by John T. Benson.

Available from—Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179. Tel: 800-243-8782 (Toll Free).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price — MF01/PC15 Plus Postage.

Descriptors—*Academic Standards, Adult Education, Behavioral Objectives, Business Administration, Business Communication, *Business Education, Career Development, Career Education, Career Planning, Communication Skills, Competence, *Competency Based Education, Computer Literacy, Computer Science, Consumer Education, Economics, Economics Education, Entrepreneurship, Ethics, High Schools, Information Systems, Information Technology, *Integrated Curriculum, International Trade, Interpersonal Competence, Job Search Methods, Law Related Education, Leadership, Leadership Qualities, Learning Activities, Lesson Plans, Marketing, Models, Money Management, Nontraditional Students, Performance Factors, Portfolios (Background Materials), Programming, *State Standards, Statewide Planning, Teamwork, Technical Writing

Identifiers—*Wisconsin

This document, which is intended for teachers of high school-level business education courses, contains both the academic standards for business education in Wisconsin secondary schools that were disseminated in 1998 and learning activities to enable students to meet the standards. The activities were developed for students completing grade 12 and were designed in the Wisconsin Instructional Design System format. All activities reflect state-of-the-art technology and concepts and are intended to serve as examples and a catalyst for instruction. Although some activities are specific for courses, others may be integrated into a variety of courses. All standards are cross-referenced to Wisconsin's standards for English language arts, mathematics, and social studies. The document is divided into 11 sections that include the following components: content standards; performance standards; and learning activities. The learning activities include some or all of the following elements: standard addressed; directions for completing the activity; scenarios; scoring standard; rating scale; scoring guide; and directions to the teacher. The section topics are as follows: communications; information systems/technology; financial procedures; economics; entrepreneurship; marketing; international business; principles of management; principles of law; interpersonal and leadership skills; and career development. (MN)

ED 441 966 CE 080 244

Jager, Matthias Buhner, Tobias

Financing TVET. Information Package No. 2.

Spons Agency—Swiss Agency for Development and Cooperation, Berne.

Pub Date—2000-04-00

Note—30p.; Prepared by KODIS Consult GmbH. Available from—KODIS Consult GmbH, Universitätsstrasse 69, 8006 Zurich, Switzerland, Tel 41 1 368 58 10, Fax 41 1 368 58 00, E-mail:

info@kodi.ch.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Developed Nations, Developing Nations, *Educational Finance, *Financial Support, Foreign Countries, *Fund Raising, Labor Force Development, Models, *Money Management, Postsecondary Education, Secondary Education, *Vocational Education

Identifiers—England, France, Korea, Singapore, South America
This information package looks at the methods of financing vocational education and training (TVET), especially in European countries. The first section examines categories of training, who should pay for training, possible fund-raising or revenue-generating mechanisms, financing mechanisms, and limitations of financing TVET. In the second part, a few real-world examples of TVET in France, Latin America, Korea, Singapore, and England are discussed. The third part examines development projects, including income-generation by training providers, cost savings, cost recovery, local fund-raising, new financing mechanisms, funds, output-oriented financing, and voucher systems. The concluding part is an annotated list of 12 resources for further reading. (KC)

ED 441 967 CE 080 245

Hoyt, Kenneth B.

What's in a Name?

Pub Date—2000-00-00

Note—14p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Career Education, Change Strategies, Education Work Relationship, Educational Change, Educational Environment, Educational Needs, *Educational Objectives, Educational Opportunities, Educational Principles, Elementary Secondary Education, Enrollment Management, Fused Curriculum, *Integrated Curriculum, *National Organizations, Needs Assessment, *Organizational Objectives, Postsecondary Education, Recruitment, Teacher Role, Trend Analysis, *Vocational Education, Vocational Education Teachers

Identifiers—American Vocational Association, *Association for Career and Technical Education

When the American Vocational Association changed its name to the Association for Career and Technical Education, it underscored the need for today's vocational educators to focus on both career education and technical education. The name change reflects the fact that today's work environment, labor market, and employment opportunities are very different from those that existed in the early 1900s when vocational education first became popular. The name change should also be a call for comprehensive career education efforts at the K-12 level, combined with a call for greatly increased technical education efforts at the postsecondary level. Comprehensive career education must achieve the following goals: (1) show students the importance of assigned work tasks and how employed workers need and use the basic academic skills and other skills emphasized in the Secretary's Commission on Necessary Skills report; (2) reward work (including classroom work) when it occurs; (3) introduce variety into the workplace (classroom) by combining textbook and experiential learning and using business/industry persons as classroom resources; and (4) emphasize and reward the practice of productive work habits. The "technical education" component of "Association for Career and Technical Education" refers to all postsecondary career-oriented programs operating at the sub-baccalaureate level. (Contains 40 references.) (MN)

ED 441 968 CE 080 248

Maguire, Sheila

Surviving, and Maybe Thriving, on Vouchers: A Guide for Organizations Making the Transition to Individual Training Accounts under the Workforce Investment Act. Working Ventures.

Public/Private Ventures, Philadelphia, PA.
Spons Agency—Mott (C.S.) Foundation, Flint, MI.; Ford Foundation, New York, NY.

Pub Date—2000-04-00

Note—45p.

Available from—Public/Private Ventures, One Commerce Square, 2005 Market Street, Suite 900, Philadelphia, PA 19103. Tel: 215-557-4400; Fax: 215-557-4469; Web site: <http://www.ppv.org> (\$10). For full text: <http://www.ppv.org/pdf/vouchers.pdf>.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Adult Education, Case Studies, Change Strategies, Educational Change, Educational Environment, *Educational Finance, *Educational Legislation, Educational Policy, Educational Practices, *Educational Vouchers, Federal Legislation, Government School Relationship, Guidelines, *Job Training, Labor Force Development, Nonprofit Organizations, Partnerships in Education, Postsecondary Education, Private Sector, Public Policy, Public Sector, School Business Relationship, Vocational Education, Youth Programs

Identifiers—*Individual Training Accounts, Job Training Partnership Act 1982, Private Industry Councils, *Workforce Investment Act 1998

This booklet, which is intended for organizations making the transition to individual training accounts (ITAs) under the Workforce Investment Act (WIA), explains how educational and training institutions can make vouchers work for them. After a brief overview of the WIA's main provisions regarding ITAs and the future of voucher programs, the following principles underlying the WIA are discussed: (1) streamlining services; (2) empowering individuals through ITAs; (3) universal access to core employment-related services for all job seekers; (4) increased accountability; (5) a strong role for state and local workforce investment boards and the private sector; (6) state and local flexibility; and (7) improved youth programs. Next, challenges facing practitioners in a changing marketplace are considered. The second half of the booklet details the following six keys for making vouchers work: (1) realize that programs cannot live on vouchers alone; (2) provide job seekers with plenty of choice; (3) market your services to job seekers and One-Stop; (4) establish joint ventures that strengthen your chances of success; (5) focus on long-term employment retention and advancement outcomes; and (6) channel staff and broad concern into creating change. Concluding the booklet are 15 endnotes and a list of 15 organizations concerned with workforce development and job training. (MN)

ED 441 969 CE 080 249

Michalet, Valerie

The Financing of Vocational Education and Training in France. Financing Portrait. CE-DEFOP Panorama.

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Report No. —HX-20-98-074-EN-C; ISBN-92-827-9362-1

Pub Date—1998-09-00

Note—86p.; Foreword by Sarah Elson-Rogers and Sven-Age Westphalen. For related documents, see: ED 426 273, ED 431 106, ED 431 880, ED 435 795, ED 436 649, CE 080 197 and CE 080 225-226.

Available from—Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391. Tel: 800-274-4447 (Toll Free); e-mail: query@bernan.com; Web site: <http://www.bernan.com> (No. 5089 EN, free).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Apprenticeships, Continuing Education, Developed Nations, Economic Climate, Educational Economics, *Educational Finance, *Educational Legislation, *Educational Policy, Educational Trends, Employment Patterns, Employment Qualifications, Federal Legislation, Federal Regulation, *Financial Support, Foreign Countries, Futures (of Society), Job

Search Methods, *Job Training, Labor Market, Postsecondary Education, Public Policy, Public Schools, Resource Allocation, Secondary Education, Tables (Data), Trend Analysis, Unions, *Vocational Education

Identifiers—*France

This report examines the financing of the two components of France's vocational education and training (VET) system. They are initial vocational training (IVT), which includes upper secondary and short forms of higher education, and continuing vocational training (CVT), which aims to help workers adapt to changes in working techniques and conditions and promote their social advancement. The following are among the topics discussed in parts 1-5: (1) funding mechanisms for training (trends in the French economy; trends in employment and training policy; collective agreements; laws/decrees and the Labour Code; public authorities; joint sectoral bodies); (2) IVT (sources of funds for IVT at schools, apprenticeship, alternance training contracts, and vocational training trainees; resource distribution mechanism; outlook); (3) sources of funding for CVT and distribution of resources for funding the training of private-sector employees and civil servants; (4) funding of training for job seekers and distribution of the training funds through role sharing between the central government and regions and through partnerships between the social partners, the government, and the regions; and (5) the future of VET funding. Thirty-nine tables/figures are included. Appended are the following: main legislation and regulations on continuing vocational training; 10 additional tables; and a glossary. (MN)

ED 441 970

CE 080 253

Simpson, Ormond

Supporting Students in Open and Distance Learning. Open and Distance Learning Series.

Report No.—ISBN-0-7494-3082-6

Pub Date—2000-00-00

Note—186p.

Available from—Kogan Page, 120 Pentonville Road, London N1 9JN, UK. Web site: <http://www.kogan-page.co.uk> (18.99 British pounds).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Advising, Adult Students, Check Lists, Classroom Techniques, Computer Uses in Education, Correctional Education, Counseling Services, Definitions, *Delivery Systems, *Distance Education, *Educational Practices, Educational Quality, Educational Technology, Educational Trends, Educationally Disadvantaged, Enrollment Management, Foreign Countries, Foreign Students, Futures (of Society), Guidelines, Helping Relationship, *Instructional Development, Models, Nontraditional Students, *Open Education, Open Universities, Postsecondary Education, Questionnaires, School Holding Power, Skill Development, Social Services, Social Support Groups, Special Needs Students, Staff Development, Student Needs, Student Recruitment, Study Skills, Teaching Styles, Theory Practice Relationship, Thinking Skills, Trend Analysis

Identifiers—*Student Support Services, *United Kingdom

This book, which is intended for individuals involved in recruiting and teaching students in open and distance learning (ODL) situations, examines academic and nonacademic student support issues in ODL. The following are among the topics discussed in the book's 14 chapters: (1) models and definitions of ODL systems; (2) rationale for student support; (3) advising (advising activities, advising qualities and skills, assessment, advocacy, and administration); (4) teaching activities and styles; (5) delivering student support at a distance (in writing, by phone, via audiovisual media); (6) delivering student support by computer; (7) delivering student support face to face (one-to-one and group academic and nonacademic support); (8) student support outside the institution (interest in and sources of outside support); (9) learning skills development and student support (proactive stu-

dent support for face-to-face learning skills development); (10) student support for different students (educationally disadvantaged students, students with physical disabilities or mental health difficulties, students in institutions, older students, students abroad); (11) student support and retention; (12) theories of student support (counseling theories and ODL theories underlying student support); (13) structures, quality, and staff development in student support; and (14) the future of student support in ODL. Thirty-three figures/tables are included. (Contains 57 references.) (MN)

ED 441 971

CE 080 254

Tenenbaum, Inez M. Jackson, Chip Couch, Bob

Handbook for Advisory Groups in Career and Technology Education.

South Carolina State Dept. of Education, Columbia.

Pub Date—2000-00-00

Note—28p.

Available from—For full text: <http://www.state.sc.us/educator/occed/handbook.htm>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, *Administrative Organization, Administrator Role, *Advisory Committees, *Career Education, Education Work Relationship, Organizations (Groups), Planning, Policy Formation, Postsecondary Education, Secondary Education, Statewide Planning, Teacher Role, Technical Education, *Vocational Education, *Volunteers

Identifiers—*South Carolina

Advisory groups have been an important segment of career and technology education throughout most of its history. Educators assume that advisory groups can assist in providing quality and relevant career technology education programs. This handbook provides information on structuring and conducting advisory groups for career and technology education in South Carolina, in particular Career and Technology Education Advisory Councils and their subsidiary Program Advisory Committees and School-to-Work Advisory Committees. For these councils and committees, this guide provides the following: (1) organization structure; (2) membership; (3) advisory council role; (4) regulatory duties (if applicable); (5) the Career and Technology Education Advisory Council Serving as the School Improvement Council; (6) local duties; (7) responsibilities of the chairperson; (8) responsibilities of the school administrator; (9) responsibilities of members; (10) terms of service; and (11) member selection. Five appendices contain the following: suggested annual program of work for advisory councils; sample letter of invitation; sample meeting agenda; sample minutes of meeting; and the advisory committee's work plan. (KC)

ED 441 972

CE 080 257

Holder, Susan

You're Putting on the Program: Tips and Teaching Techniques for 4-H. Publication 2230.

Mississippi State Univ., Mississippi State. Extension Service.

Pub Date—1999-00-00

Note—12p.

Available from—For full text: <http://ext.msstate.edu/pubs/pub2230.htm>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bulletin Boards, Chalkboards, Charts, *Classroom Techniques, *Instruction, *Instructional Materials, Projection Equipment, Signs, Small Group Instruction, *Speech Skills, *Student Organizations, Teaching Methods, *Transparencies, *Visual Aids, Workshops

Identifiers—*4 H Programs

This booklet contains tips and techniques for making presentations, especially for 4-H groups. The following topics are covered: (1) workshop presentations; (2) training techniques for groups; (3) using an overhead projector; (4) when to use charts; (5) how to make a flip chart; (6) how to make a flannel board; (7) using a chalkboard; and (8) how to teach a skill. The booklet is illustrated with line drawings. (KC)

ED 441 973

CE 080 260

Workforce Training Needs and Practices of Washington State Employers.

Washington State Workforce Training and Education Coordinating Board, Olympia.

Pub Date—1999-12-00

Note—36p.

Available from—Washington State Workforce Training and Education Coordinating Board, Building 17, Airdustrial Park, P.O. Box 43105, Olympia, WA 98504-3015. Tel: 360-753-5662; Fax: 360-586-5862; e-mail: wtecb@wtb.wa.gov; Web site: <http://www.wa.gov/wtb>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, College Graduates, Demand Occupations, *Educational Needs, *Employer Attitudes, *Employment Qualifications, High School Graduates, *Job Skills, *Job Training, *Labor Needs, Microcomputers, Occupational Surveys, Skilled Workers, State Surveys, Vocational Education

Identifiers—*Washington

A survey of 10,739 employers (37 percent rate of return) was conducted in Washington state from July through September 1999 to determine training and skill needs of employers and the capacity of the state's training programs to meet those needs. In addition, research was conducted through data matching of unemployment insurance and training program records and telephone surveys with former training programs students and the employers who hired them. Some of the findings of the survey were the following: (1) nearly two-thirds of firms looking for workers during the last 12 months reported difficulty finding qualified applicants; (2) the scarcity of skilled workers affected all industries, most particularly construction and manufacturing; (3) among those reporting difficulty, nearly three-quarters of firms said the scarcity of skilled workers lowered productivity, while about two-thirds said it reduced output and sales and the quality of products and services; (4) the most serious shortage was of workers with postsecondary training, especially vocational training; (5) 9 of 10 employers had a hard time finding skilled workers with occupational-specific skills; (6) more than one-third of employers reported increasing classroom training for employees during the past 3 years; (7) 85 percent of employers provided on-the-job training; (8) nearly half of employers reported that the skills required to perform production or support or support jobs have increased during the past 3 years; and (9) nearly half of all nonsupervisory employees used computers on their jobs. (KC)

ED 441 974

CE 080 261

Knowing and Doing: Connecting Learning & Work.

Jobs for the Future, Boston, MA.; Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RJ96006401

Note—85p.; Draws upon learning from Jobs for the Future's Benchmark Communities Initiative funded in part by The Pew Charitable Trusts, The DeWitt Wallace-Reader's Digest Fund, and the Ewing Marion Kauffman Foundation.

Available from—LAB at Brown University Education Alliance, 222 Richmond Street, Suite 300, Providence, RI 02903-4226. Tel: 800-521-9550 (Toll Free); Fax: 401-421-7650, e-mail: lab@brown.edu, Web site: <http://www.lab.brown.edu>.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Techniques, Daily Living Skills, *Education Work Relationship, *Experiential Learning, High Schools, *Job Skills,

Relevance (Education), *Teaching Methods, *Work Experience Programs

The skills needed to do well in life are different from the skills needed to do well in school. Bringing the skills needed for life and work into the curriculum and pedagogy of high schools is one of the major challenges of this era of school reform. Drawing on examples of effective teaching and learning, this book addresses the question of how educators can construct schoolwork to be more like real work. The book is organized in three chapters. The first chapter portrays two different yet complementary approaches used by school-to-career reformers to situate learning in real-world contexts and to give high school students opportunities to learn in the company of adults. Taken together, field-based investigation and internships constitute a broadened definition of work-based learning. Chapter 1 describes what each of these approaches looks like in practice, offering a sampling of tools that other schools and partnerships could use and discussing some of the challenges involved. Chapter 2 offers a framework for teachers to use in developing high quality student projects. Portraits of several schools illustrate what this framework looks like in practice. Chapter 3 looks at what is involved in schools becoming more open systems, working in concert with parents, community, and business partners to create rich learning experiences both inside and outside the classroom. The key role of both policy and professional development is discussed in relation to meeting quality standards. An appendix provides sample project tools and templates. (KC)

ED 441 975 CE 080 262

Taylor, Judith Combes Buchau, Katrina

Linking School-to-Career and Empowerment Zones/Enterprise Communities To Support Young People at Risk.

Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI; Jobs for the Future, Boston, MA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-00-00

Contract—RJ96006401

Note—38p.

Available from—LAB at Brown University Education Alliance, 222 Richmond Street, Suite 300, Providence, RI 02903-4226. Tel: 800-521-9550 (Toll Free); Fax: 401-421-7650, e-mail: lab@brown.edu; Web site: <http://www.lab.brown.edu>.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Dropout Prevention, Dropout Programs, *Education Work Relationship, *High Risk Students, High Schools, *Institutional Cooperation, *School Business Relationship

Identifiers—Boston Public Schools MA, Empowerment Zones and Enterprise Communities, *Massachusetts (Boston), Tacoma Public School District WA, *Washington (Tacoma)

In recent years, the federal government has designated 105 communities across the country, including many urban neighborhoods, as Empowerment Zones or Enterprise Communities (EZ/ECs). At the same time, many urban school districts have launched school-to-career initiatives to help keep at-risk youth in school and improve their academic achievement and career prospects. A study was conducted to determine whether coordinating school-to-career with EZ/EC efforts would provide new resources and opportunities that would help at-risk youth. Research was conducted through a telephone-based survey of officials in communities targeted because both EZ/EC and school-to-career initiatives were underway. The study found a wide spectrum: in some places, very little collaboration exists; in others, there is some collaborative activity, although it is not very developed. Based on the surveys, more expensive interviews were conducted with people in Boston and Tacoma, two communities in which promising collaboration efforts are underway. The study concluded that collaboration between the two systems is possible but that it requires commitment of time and resources by both

parties. This report is organized into four parts: (1) an explanation of why linking school-to-career initiatives to zones would benefit youth and a summary of the project; (2) profiles of Boston and Tacoma initiatives; (3) key lessons learned about collaboration between the sectors; and (4) four appendixes providing more information about school-to-career, EZ/ECs, federal grants relevant to serving at-risk youth, and a list of persons interviewed for the project. (KC)

ED 441 976

CE 080 264

Kolcz, Matt

Research in Technical Education: A Publication Guide.

Pub Date—2000-00-00

Note—101p.; "Editing assistance by Camille Kolcz and Steve Sawyer."

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Education Work Relationship, *Educational Research, *Journal Articles, *Periodicals, Postsecondary Education, *Publications, *Research Reports, Scholarly Journals, Secondary Education, *Technical Education, Writing for Publication

Identifiers—Trade Journals

This directory contains a comprehensive listing of publications that may be appropriate for publication of academic research in technical education. Both research-based and trade publications related to technical education were used as bases for the guide, along with additional information about special interest publications. Complete synopses of the publications listed are provided, including title, editor, publisher, address, e-mail, Web site, telephone, fax, frequency of issue, circulation, acceptance rate, referred status, audience, acknowledgment, acceptance or rejection decision, publication time line, desired type of article, desired length, preferred style, number of paper and computer copies to submit, and editor's notes. The guide lists 91 journals. (KC)

ED 441 977

CE 080 265

Creech, Joseph D.

A Challenge for SREB States: Increasing the Percentage of Adults with a High School Diploma. Educational Benchmarks 2000 Series. Southern Regional Education Board, Atlanta, GA. Pub Date—1999-09-00

Note—16p.

Available from—Southern Regional Education Board, 592 10th Street, N.W. Atlanta, GA 30318. Tel: 404-875-9211, Web site: <http://www.sreb.org>.

Pub Type—Numerical/Quantitative Data (110) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Adult Literacy, Educational Opportunities, English (Second Language), Federal Legislation, *High School Equivalency Programs, Job Training, *Literacy Education, Program Development, Regional Planning, Staff Development, State Programs, Statewide Planning

Identifiers—General Educational Development Tests, Southern Regional Education Board, Workforce Investment Act 1998

The percentage of adults with high school diploma is higher today than 10 years ago in every Southern Regional Education Board (SREB) state, but most SREB states will not reach the goal of 90 percent of all adults with high school diplomas or equivalent by 2000. The change is the result of state and local efforts to identify and attract more adults into programs that prepare them for General Educational Development (GED) tests and support program development. A serious challenge to the goal is that many adults without diplomas lack the basic skills expected when students enter high school. The following three types of state-administered programs prepare adults for GED tests: adult basic education, adult secondary education, and English as a second language. The Workforce Investment Act consolidates more than 50 federally funded employment-training and literacy programs into

these three block grants for states: adult education and family literacy, disadvantaged youth, and adult employment and training. To improve adult education and literacy, states can use technology to provide staff development and training; use educational television and the Internet to deliver programs and courses; develop community-based efforts to coordinate educational services for adults; provide incentives to attract adults to programs; encourage partnerships; and focus on building literacy skills for parents and their children. (YLB)

ED 441 978

CE 080 266

Schochet, Peter Z. Burghardt, John Glazerman, Steven

National Job Corps Study: The Short-Term Impacts of Job Corps on Participants' Employment and Related Outcomes. Final Report. Report and Evaluation Report Series 00-A.

Mathematica Policy Research, Princeton, NJ; Battelle Human Affairs Research Centers, Seattle, WA; Decision Information Resources, Inc., Houston, TX.

Spons Agency—Employment and Training Administration (DOL), Washington, DC.

Report No.—MPR-8140-520

Pub Date—2000-02-09

Contract—K-4279-3-00-80-30

Note—419p.

Available from—For full text: <http://www.ttrc.dol.gov/optr/FULLTEXT/jobcorps/Outcomes/>.

Pub Type—Numerical/Quantitative Data (110) - Reports - Evaluative (142)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Disadvantaged Youth, Educational Certificates, Employment Patterns, *Employment Potential, *Employment Programs, High School Equivalency Programs, Job Placement, *National Programs, Postsecondary Education, Secondary Education, Student Certification, *Vocational Education, *Youth Programs

Identifiers—*Job Corps

A national study estimated the short-term impacts of Job Corps (JC) on participants' employment and related outcomes during the 30 months after random assignment. Results for the short-term impact analysis were based on a comparison of eligible program participants randomly assigned to a program group (n=9,409) or a control group (n=5,977) that did not participate in JC. The analysis relied primarily on interview data. Findings indicated most program group participants stayed in JC for a substantial period of time; program group enrollees participated extensively in the core JC activities; differences in subgroups' JC experiences were small; JC substantially increased the education and training that program participants received; similar percentages of program and control group members were enrolled in education and training programs toward the end of the 30-month period; JC participation led to substantial increases in the receipt of General Educational Development and vocational certificates; JC generated positive earnings impact by 2 years after random assignment; and program group members secured higher-paying jobs with slightly more benefits. JC participation reduced receipt of public assistance benefits; significantly reduced arrest and conviction rates; had no impacts on the self-reported use of tobacco, alcohol, and illegal drugs; had no impact on family formation; and had no impact on mobility. (Appendixes include 20 references and supplementary tables.) (YLB)

ED 441 979

CE 080 267

Fagnoni, Cynthia M.

Workforce Investment Act: Implementation Status and the Integration of TANF Services. Testimony before the Subcommittee on Postsecondary Education, Training and Life-Long Learning, Committee on Education and the Workforce; and the Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.

General Accounting Office, Washington, DC.
Report No.—GAO/T-HEHS-00-145

Pub Date—2000-06-29

Note—24p.

Available from—For full text: <http://www.gao.gov/new.items/000145.pdf>.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Education, Cooperative Planning, Cooperative Programs, Delivery Systems, *Employment Programs, Federal Aid, Federal Legislation, *Integrated Services, *Job Training, Postsecondary Education, Program Implementation, State Programs, Statewide Planning

Identifiers—*Temporary Assistance for Needy Families, *Workforce Investment Act 1998

The Workforce Investment Act (WIA) focuses on integrating and streamlining services, requiring that most employment and training services, including those provided under the Temporary Assistance for Needy Families (TANF) block grant, be provided through the One-Stop Center System. States are implementing WIA, but not all will have all steps completed by July 1, 2000. While WIA does not require states to provide all mandatory program services on-site at one-stop centers, states report that many services are. The largest sources of funding to support the one-stop infrastructure and operations are most often WIA-mandated labor programs. A majority of states report at least some relationship between one-stop centers and TANF, an optional program under WIA, at the state or local level. Challenges to implementing an integrated system result from establishing and formalizing WIA-required partnerships; developing the one-stop infrastructure; and integrating program services while responding to multiple federal requirements. Despite challenges, states and localities are developing promising integrated service delivery approaches. Areas critical to successful service integration under WIA are attracting and serving employers; bringing in job seekers; creating a customer-friendly environment for job seekers; providing job seekers with tailored and seamless services; and helping job seekers become self-sufficient. (YLB)

ED 441 980

CE 080 268

Mitchell, John

Framing the Future: An E-Commerce Operation.

Australian National Training Authority, Melbourne.

Report No.—ISBN-1-865-06175-1

Pub Date—1999-00-00

Note—67p.

Available from—Australian National Training Authority, Level 5, 321 Exhibition Street, GPO Box 5347BB, Melbourne, VIC 3001, Australia. Tel: 03 9630 9800, Fax: 03 9630 9888, Web site: <http://www.anta.gov.au>. For full text: <http://www.tafe.sa.edu.au/institutes/para/ftf/references/ecco.m.pdf>.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Business, Developed Nations, Foreign Countries, *Information Technology, *International Trade, Internet, Job Training, Postsecondary Education, Secondary Education, Technological Advancement, *Telecommunications, *Vocational Education

Identifiers—Australia, *Electronic Commerce

This document reports on a study that analyzes the business management processes of Australia's Framing the Future program (FTF) in terms of the extent to which they demonstrate e-commerce principles. Chapter 1 describes the concept of e-commerce in relation to vocational education and training (VET). It defines e-commerce as any business transaction in which participants prepare or transact business or conduct trade in goods or services electronically. Chapter 2 provides an overview of FTF, a staff development program. Chapter 3 provides a fuller explanation of the origins, rationale, and direction of e-commerce as a background to the analysis of FTF in Chapters 4-6. Chapter 4 on operations of the FTF national office shows the

national project management team uses a range of e-commerce strategies to enable it to meet mass market and individual demands and to provide a low cost, high speed, very reliable, and high quality service. Chapter 5 discusses a benchmarking exercise that was undertaken to compare FTF with two leading Australian examples of e-commerce. It identifies areas where FTF could improve and extend its e-commerce strategies and impact. Chapter 6 provides results of interviews with a range of key stakeholders to cross-check other findings about the extent to which FTF uses e-commerce. Chapter 7 lists e-strategies to enhance FTF processes and the value of e-commerce for VET. (Contains 28 references.) (YLB)

ED 441 981

CE 080 269

Knapsey, Kath

Framing the Future: People, Places, Projects.

Australian National Training Authority, Melbourne.

Report No.—ISBN-1-865-06093-3

Pub Date—1999-00-00

Note—30p.

Available from—Australian National Training Authority, Level 5, 321 Exhibition Street, GPO Box 5347BB, Melbourne, VIC 3001, Australia. Tel: 03 9630 9800, Fax: 03 9630 9888, Web site: <http://www.anta.gov.au>. For full text: <http://www.tafe.sa.edu.au/institutes/para/ftf/references/ppp.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, Delivery Systems, Developed Nations, Foreign Countries, *Industry, Job Training, Needs Assessment, *School Business Relationship, *Staff Development, *Student Evaluation, Technical Institutes, *Vocational Education, *Work Experience Programs

Identifiers—Australia

This publication describes six Framing the Future (FTF) staff development projects that use work-based learning with different project teams and learning activities varying from general awareness to specific skills development in Australia. "The Center for Human Services—Working for Its People" describes a project that introduced a Community Services Training Package to provide assessment opportunities dependent on students' circumstances and needs. "Chubb—Framing Its Own Future" tells how FTF found out from staff who will use the training package, what is important, and what support/resources they need to get the most out of training. "Embracing the Future: Sydney Institute of Technology" describes how FTF provided a forum to establish a dialog on how heads of studies could manage their changing roles and to plan future roles. "The Future for Children—TAFE SA Child Studies Program" discusses a project to share and promote ideas and models of how institutes work closely with industry to provide more flexible and effective training. "Seeing Food Afresh—Victorian Food Industry Training Board" focuses on introducing and implementing a training package for the seafood industry. "Sowing the Seeds for the Future: University of Ballarat SMB TAFE Campus" describes how three departments—rural, hospitality, and building studies—used FTF to provide training in a changing environment with industry as an active partner in the learning process. (YLB)

ED 441 982

CE 080 270

Mitchell, John

Framing the Future. Re-framing the Future: A Report on the Long-Term Impacts of Framing the Future.

Australian National Training Authority, Melbourne.

Report No.—ISBN-1-865-062-367

Pub Date—2000-00-00

Note—155p.

Available from—Australian National Training Authority, Level 5, 321 Exhibition Street, GPO Box 5347BB, Melbourne, VIC 3001, Australia. Tel: 03 9630 9800, Fax: 03 9630 9888, Web site: <http://www.anta.gov.au>. For full text: <http://www.tafe.sa.edu.au/institutes/para/ftf/>

eval/rftf.htm.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—Adult Education, Change, Cooperative Programs, *Cost Effectiveness, Developed Nations, Educational Certificates, Foreign Countries, Industry, Labor Force Development, Models, *Outcomes of Education, Postsecondary Education, Program Effectiveness, Program Implementation, *School Business Relationship, Secondary Education, *Staff Development, Student Certification, *Vocational Education

Identifiers—Australia

Australia's Framing the Future (FTF) project was designed to develop a model of staff development to support implementation of the National Training Framework (NTF). A survey of FTF project managers found these long-term impacts: implementation of training packages and other aspects of NTF, new forms of collaboration between industry and training providers and of networking, and ongoing staff development in relation to NTF. FTF affected individuals, from sessional teaching staff to industry employers and trainers; impacts ranged from changing mindsets to providing with more confidence and skills to implement NTF. The FTF model was regularly transferred to other settings and replicated within organizations. FTF progressively became an agent of systemic change, involved with pedagogy, organizational learning, organizational change, and provider-industry relations. These four new ways of viewing impacts led to re-evaluation of impacts and appreciation of the sequence of program impacts on individuals and groups; upward spiral over time; hierarchy from lower to higher levels; and suitability of impacts in aligning with program's aims. FTF was very cost effective, with a "cascading effect." FTF management could increase its impact by further refining business management processes. (Appendixes include definitions, literature review, evaluation methodology, additional survey data, and 27 references.) (YLB)

ED 441 983

CE 080 271

Field, Laurie, Ed.

Framing the Future. Speaking from Experience: A Practical Guide to Workbased Learning.

Australian National Training Authority, Melbourne.

Report No.—ISBN-1-865-062-001-4

Pub Date—2000-00-00

Note—114p.

Available from—Australian National Training Authority, Level 5, 321 Exhibition Street, GPO Box 5347BB, Melbourne, VIC 3001, Australia. Tel: 03 9630 9800, Fax: 03 9630 9888, Web site: <http://www.anta.gov.au>. For full text: <http://www.tafe.sa.edu.au/institutes/para/ftf/sfe.htm>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Adult Education, Developed Nations, Evaluation Methods, Foreign Countries, Industry, Job Training, Labor Force Development, *Outcomes of Education, Postsecondary Education, Program Development, Program Implementation, School Business Relationship, Secondary Education, *Staff Development, Student Evaluation, *Teaching Methods, *Vocational Education, *Work Experience Programs

Identifiers—Australia, Facilitators (Personnel Development)

This publication is a resource for people who are involved in Australia's Framing the Future work-based learning project teams. It is a compendium that outlines project processes and provides useful hints and lessons learned by others through their experience. Six parts address the six steps in a project. Part 1, on the proposal, covers possible activities; project foci; and methods and outcomes. Part 2, on the process, addresses managing the project and understanding learning concepts. Part 3, on facilitation, focuses on facilitator roles and responsibilities, motivation, and dealing with people with different knowledge levels. Part 4, on reflection, discusses using pre-readings; suggested

group ground rules, from product- to process-focused; project activities; informal reflection; using a journal; regular opportunities to reflect on progress; and the emotional dimension of change. Part 5, on evaluation, covers components of evaluation; data collection methods; evaluation questions; taking responsibility; example final summary reports; structure of the evaluation report; report-writing suggestions; examples of structure; the cover; graphs; presenting qualitative data; and page layout. Part 6, on achievements, looks at new skills and knowledge; skill and knowledge gaps identified; materials and techniques; seminars and presentations; better networks; and organizational and industry impacts. Sample project descriptions are appended. (YLB)

ED 441 984 CE 080 272
Framing the Future: Workbased Learning Facilitation Tips.

Australian National Training Authority, Melbourne.

Report No.—ISBN-1-86506-110-7

Pub Date—1999-00-00

Note—24p.

Available from—Australian National Training Authority, Level 5, 321 Exhibition Street, GPO Box 5347BB, Melbourne, VIC 3001, Australia. Tel: 03 9630 9800. Fax: 03 9630 9888. Web site: <http://www.anta.gov.au>. For full text: <http://www.tafe.sa.edu.au/institutes/para/tft/facnet/facilitators%20tips.pdf>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Classroom Techniques, Developed Nations, Foreign Countries, *Group Discussion, Group Dynamics, Group Structure, Labor Force Development, *Leadership Responsibility, Postsecondary Education, Program Implementation, Secondary Education, *Staff Development, Teaching Methods, Work Experience Programs

Identifiers—Australia, *Facilitators (Personnel Development)

This resource provides tips to assist facilitators as they work with Australia's Framing the Future project teams. The 16 tips are about group selection; how to prepare for input; participant roles; how to use participants and observers; scribes and recorders; some ideas for launches and fun; praise! praise! praise! making facilitation the key to success; a facilitator's checklist; setting a clear meeting agenda; setting the flow of the meeting; jump-starting discussions; deciding when a discussion should be reopened; meeting formats; ending the meeting; and maintaining group memory. A work-based learning facilitator profile concludes the publication. It outlines the facilitator's role, tasks, and personal attributes. (YLB)

ED 441 985 CE 080 273
Finlay, Ian, Ed. Niven, Stuart, Ed. Young, Stephanie, Ed.

Changing Vocational Education and Training: An International Comparative Perspective.

Report No.—ISBN-0-415-18142-9

Pub Date—1998-11-00

Note—187p.

Available from—Routledge, 29 West 35th Street, New York, NY 10001. Tel: 800-634-7064 (Toll Free); Web site: <http://www.routledge-ny.com> (ISBN-0-415-18142-9, cloth \$85; ISBN-0-415-18143-7, paper \$25.99).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Case Studies, *Comparative Education, Cross Cultural Studies, Educational Policy, Educational Practices, Foreign Countries, *International Education, *Participative Decision Making, *Policy Formation, Postsecondary Education, Secondary Education, Technical Education, *Training, *Vocational Education

Identifiers—Finland, Germany, Ireland, Scotland, Singapore, South Africa, Taiwan
This book identifies how consensus on vocational education and training (VET) policy is sought in a number of countries where interesting models have emerged. The focus of the book is on the principles

of stakeholding and consensus applied to policy formulation and implementation in vocational education and training. The international case studies provide examples of practical strategies that have been successfully implemented. The following nine articles are included: "Stakeholders, Consensus, Participation and Democracy" (Ian Finlay); "Stakeholders and Partners in Vocational Education and Training in Scotland" (John Fairley); "A Consensus Approach to Policy-Making: The Case of the Republic of Ireland" (Jim Gleeson); "Transformation and Reform of Vocational Education and Training in Taiwan, Republic of China" (Dar-Chin Rau); "Developmental Corporatism and the Process of Change in Vocational Education and Training: The Singaporean Experience" (Johnny Sung); "Change and Consensus in Vocational Education and Training: The Case of the German Dual System" (Willi Brand); "Process Owners and Stakeholders in VET Reforms in Finland" (Olli Raty); "The Process of Change in Vocational Education and Training in the United States" (Betsy Brand); "The Process of Change in Vocational Education and Training: The South African Experience" (Ian Bellis). The book includes 26 drawings and 7 tables. (KC)

ED 441 986 CE 080 274
Ahier, John, Ed. Esland, Geoff, Ed.

Education, Training and the Future of Work I: Social, Political and Economic Contexts of Policy Development.

Report No.—ISBN-0-415-20208-6

Pub Date—1999-03-00

Note—272p.

Available from—Routledge, 29 West 35th Street, New York, NY 10001 (\$85).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Developed Nations, Economic Change, *Economic Climate, Education Work Relationship, *Educational Policy, *Employment, Foreign Countries, Global Approach, Labor Force, Labor Market, Postsecondary Education, *Public Policy, Social Change, *Social Environment, Technological Advancement, Underemployment, Unemployment, *Vocational Education

Identifiers—Great Britain

This first of two volumes is organized around the theme of the social, political, and economic contexts of education and training. (Volume II focuses on the development of vocational policy. Both volumes form part of the Open University MA Module, Education, Training, and the Future of Work.) An introduction (Geoff Esland, John Ahier) provides an overview of the 12 chapters. "The Changing Nature of Work" (Council of Churches for Britain and Ireland) describes these three strands in the web of social change: new technology, changing composition of the labor force, and market deregulation. "Education, Globalization, and Economic Development" (Philip Brown, Hugh Lauder) outlines consequences of globalization and why education is crucial to future economic development. "The Great Work Dilemma" (Martin Carnoy) focuses on implications of economic globalization for employment and existence of a "work crisis." "The New Knowledge Work" (Stanley Aronowitz, William DiFazio) skeptically views the idea that education and training provide the key to competitive national advantage. "Jobs and People" (John Grieve Smith) criticizes the belief inherent in monetary policy that changes to the supply side of the economy should constitute the main basis of economic management. "Evaluating the Assumptions That Underlie Training Policy" (Ewart Keep, Ken Mayhew) argues that the problem of economic regeneration is less one of supply side weakness and more one of demand for skills. "Expanding Employment" (Council of Churches for Britain and Ireland) suggests that on moral and economic grounds reprioritizing is needed within government economic policy to give job creation as much attention as the need to restrain inflation. "Managerializing Organizational Culture" (Geoff Esland, Karen Esland, Mike Murphy, Karen Yarrow) examines ways in which human resource management has become a major instrument for the management of change

imposed by the 1992 legislation on further and higher education institutions. "The University of Life plc" (Richard Winter) examines the impact of marketized managerialism on higher education. "Economic Restructuring and Unemployment" (Faith Robertson Elliot) concentrates on how aspects of family life have been affected by unemployment, underemployment, and growth of certain kinds of work carried out by women. "Social Change and Labor Market Transitions" (Andy Furlong, Fred Cartmel) concentrates on the current conditions under which young people negotiate their transition from school to work. "Big Pictures and Fine Detail" (John Ahier, Rob Moore) illustrates the difficulties of using broad descriptions of economic change to justify initiatives in education policy. An index is appended. (YLB)

ED 441 987 CE 080 275

Devintz, Victor G.

High-Tech Betrayal: Working and Organizing on the Shop Floor.

Report No.—ISBN-0-87013-493-0

Pub Date—1999-00-00

Note—245p.

Available from—Michigan State University Press, East Lansing, MI 48823-5202 (\$22.95). Web site: www.msu.edu/unit/msupress.

Pub Type—Books (010) — Opinion Papers (120) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Adult Education, Biomedical Equipment, Career Education, Case Studies, Corporations, Education Work Relationship, *Employer Employee Relationship, Employment Level, Employment Patterns, *Employment Practices, Employment Problems, Futures (of Society), Labor Education, Labor Market, Manufacturing Industry, *Personnel Management, Position Papers, Quality of Working Life, Technical Occupations, *Technological Advancement, Trend Analysis, Unions, *Vocational Education, Work Attitudes, *Work Environment

Identifiers—Impact Studies

This book, which is based on a 7-month ethnographic study of working conditions and employment practices at a biomedical electronics factory, examines the impact that high tech has had on the relationship between management and workers in the manufacturing industry. The following are among the topics discussed in the book's 10 chapters: (1) the nature of high-tech factory work (the organization of production in high-tech firms, union avoidance as a primary management control strategy, promotion opportunities in high-tech production work); (2) the corporate history of biomed (the industry's birth in the 1970s and development in the 1980s, management teams, advisory boards, recent trends); (3) the processes of seeking and beginning work at a factory job; (4) the processes of adapting to high-tech factory work; (5) high-tech labor processes (work attitudes, worker ingenuity, work in different factory departments, technological change and the labor process); (6) the dictatorship of high-tech management (factory discipline, the use of line foremen, time studies, production work reports, management tricks, layoffs, firings); (7) factory life (race, ethnicity, gender, and occupational grouping and factory politics); (8) rank and file discontent; (9) talking union; and (10) prospects for the return of the despotic factory regime. The bibliography lists 211 references. (MN)

ED 441 988 CE 080 276

Phillips, Jack J.

HRD Trends Worldwide: Shared Solutions To Compete in a Global Economy. Improving Human Performance Series.

Report No.—ISBN-088415-365-8

Pub Date—1999-00-00

Note—400p.

Available from—Butterworth-Heinemann, 225 Wildwood Ave., Woburn, MA 01801 (\$39.95). Tel: 800-366-2665 (Toll Free); Fax: 800-446-

6520 (Toll Free); e-mail: orders@bhusa.com.
 Pub Type— Books (010) — Information Analyses
 (070) — Reports — Research (143)

Document Not Available from EDRS.

Descriptors—Accountability, Budgets, Case Studies, Comparative Analysis, Computer Uses in Education, Corporate Education, Cost Effectiveness, Definitions, Delivery Systems, *Education Work Relationship, Educational Finance, Educational Needs, Educational Research, Educational Technology, *Educational Trends, *Employment Practices, Foreign Countries, Global Approach, Human Resources, International Programs, Job Performance, *Labor Force Development, Needs Assessment, Organizational Development, Organizational Objectives, Partnerships in Education, Personnel Evaluation, Postsecondary Education, Program Costs, School Business Relationship, Strategic Planning, Synthesis, Systems Approach, *Training Methods, Training Objectives, Trend Analysis, *Vocational Education
 Identifiers—Germany, International Surveys, Ireland, Japan, Learning Organizations, Outsourcing, Russia, Saudi Arabia, Singapore, United States

This book, which is intended for individuals involved in developing, delivering, and supporting human resource development (HRD) programs, discusses worldwide HRD trends that were identified in a study of the HRD practices in 35 countries. Chapter 1 discusses the importance of the HRD trends identified and explains how they were identified. Chapters 2-17 are each devoted to one of the top 16 HRD trends, which are as follows: training linked to the organization's strategic direction; increased emphasis on needs assessment and analysis; emphasis on training's role in performance improvement; increased acceptance of corporate universities; rapid changes in training delivery; shared responsibility for training; use of systematic evaluation processes to measure training's effectiveness; increased measurement of return on investment; closer monitoring of training costs; conversion of training and development functions to a profit center concept; bigger training and development budgets; adoption of the learning organization concept; partnerships between training staff and line management; greater use of technology in training; more training designed for global use; and more outsourcing of training to contractors. Chapter 18 outlines four steps for working with the trends. Seventy-four tables/figures are included. Most chapters include substantial bibliographies. The top 16 and second 16 global HRD trends are appended. (MN)

ED 441 989 CE 080 277

Barnow, Burt S., Ed. King, Christopher T., Ed.
Improving the Odds: Increasing the Effectiveness of Publicly Funded Training.

Spons Agency—National Council on Employment Policy, Washington, DC.
 Report No.—ISBN-0-87766-688-1
 Pub Date—2000-00-00
 Note—364p.

Available from—The Urban Institute Press, 2100 M Street, N.W., Washington, DC 20037 (\$24).
 Tel: 202-261-5687; Web site: <http://www.urban.org>.

Pub Type— Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Adult Education, *Cost Effectiveness, Disadvantaged, Dislocated Workers, Dropouts, Economic Climate, *Education Work Relationship, Educational Change, *Educational Improvement, Educational Needs, Educational Policy, Educational Quality, Educational Research, Educational Trends, Employment Patterns, Employment Programs, Federal Legislation, Federal Programs, Futures (of Society), *Government School Relationship, Industrial Training, *Job Training, Labor Market, Labor Needs, Literature Reviews, Minority Groups, Needs Assessment, Outcomes of Education, Policy Formation, Postsecondary Education, Program Development, Program Effectiveness, Public Education, *Public Policy,

Public Sector, Research Methodology, Retraining, School Business Relationship, Special Needs Students, State Programs, Tables (Data), Trend Analysis, Welfare Recipients

Identifiers—Customized Training, Impact Studies, Job Training Partnership Act 1982, *Training Effectiveness, Welfare to Work Programs

This book, which is intended for policymakers, administrators, and researchers, contains 13 research papers and reviews of the literature on increasing the effectiveness of publicly funded training. The following papers are included: "Publicly Funded Training in a Changing Labor Market" (Burt S. Barnow, Christopher T. King); "The Economic, Demographic, and Social Context of Future Employment and Training Programs" (Frank Benigni, Steven Mangum, Andrew M. Sum); "Welfare Employment Programs: Impacts and Cost-Effectiveness of Employment and Training Activities" (Lisa Plimpton, Demetra Smith Nightingale); "The Impact of Job Training Partnership Act Programs for Adult Welfare Recipients" (Jodi Nudelman); "Training Success Stories for Adults and Out-of-School Youth: A Tale of Two States" (Christopher T. King, Jerome A. Olson, Leslie O. Lawson, Charles E. Trott, John Baj); "Employment and Training Programs for Out-of-School Youth: Past Effects and Lessons for the Future" (Robert L. Lerman); "Customized Training for Employers: Training People for Jobs That Exist and Employers Who Want to Hire Them" (Kellie Isbell, John Trutko, Burt S. Barnow); "Training Programs for Dislocated Workers" (Duane E. Leigh); "Methodologies for Determining the Effectiveness of Training Programs" (Daniel Friedlander, David H. Greenberg, Philip K. Robins); "Reflections on Training Policies and Programs" (Garth L. Mangum); and "Strategies for Improving the Odds" (Burt S. Barnow, Christopher T. King). Seventy tables/figures/exhibits are included. Many papers include substantial bibliographies. (MN)

ED 441 990 CE 080 278

Garrick, John

Informal Learning in the Workplace: Unmasking Human Resource Development.

Report No.—ISBN-0-415-18527-0
 Pub Date—1998-00-00
 Note—212p.

Available from—Routledge, 29 West 35th Street, New York, NY 1001 (cloth: ISBN-1-415-18527-0, \$85; paper: ISBN-0-415-18528-9, \$32.99). Web site: www.routledge-ny.com.

Pub Type— Books (010) — Opinion Papers (120) — Reports — Research (143)

Document Not Available from EDRS.

Descriptors—Academic Standards, Adult Education, *Adult Learning, Competence, Competency Based Education, Corporate Education, Corporations, Definitions, Developed Nations, *Education Work Relationship, Educational Attitudes, Educational Needs, Educational Objectives, Educational Principles, Educational Research, *Educational Theories, Employment Qualifications, Empowerment, Evaluation Methods, Experiential Learning, Foreign Countries, Glossaries, Human Capital, Independent Study, *Informal Education, Job Performance, *Labor Force Development, Learning Processes, Organizational Climate, Organizational Development, Performance Based Assessment, Personnel Evaluation, Postmodernism, Professional Development, Research Methodology, School Business Relationship, *Theory Practice Relationship, Unions, Work Attitudes, Work Environment, Work Experience Programs
 Identifiers—Learning Organizations, *United Kingdom, United States

This book examines the rhetoric surrounding the notion of informal learning in order to expand debate about the uses of informal learning in workplaces and about attempts to "recognize" it through competency-based standards. The following topics are among those discussed in the book's eight chapters: (1) the nature of informal learning in the workplace (the discourses shaping informal learning, differences between informal and incidental learning); (2) theorizing informal learning (theories of informal learning, why informal learning has

become so important, the politics of learning from experience, postmodernism and informal learning); (3) work as a learning environment and the language of human resource development (HRD) (conditions of learning at work, learning organizations, competitiveness, aligning educational goals with industry needs); (4) the hidden curriculum of learning at work (strategies of postindustrial workplaces); (5) professional identity and self-regulation at work (corporate language about worker empowerment, self-directed learning, and identity); (6) the performativity principle in informal learning (new links between industry and education); (7) rhetorizing informal workplace learning (informal learning and the training of "economic subjects"); and (8) doubts about postmodern doubt (possible future of HRD practices). Appended are the following: overview of research methods; glossary; and 327-item bibliography. (MN)

ED 441 991 CE 080 279

Ainley, Patrick

Learning Policy: Towards the Certified Society.

Report No.—ISBN-0-312-22230-0

Pub Date—1999-00-00

Note—236p.

Available from—St. Martin's Press, Scholarly and Reference Division, 175 Fifth Avenue, New York, NY 10010 (\$69.95). Tel: 212-674-5151; Tel: 888-330-8477 (Toll Free).

Pub Type— Books (010) — Historical Materials (060) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Adult Education, Apprenticeships, Competence, Continuing Education, Credentials, Economic Development, *Education Work Relationship, Educational Administration, Educational Certificates, Educational Change, Educational History, Educational Legislation, *Educational Policy, Elementary Secondary Education, Evaluation Methods, Federal Legislation, Foreign Countries, Futures (of Society), *Government School Relationship, Job Training, Lifelong Learning, National Curriculum, National Standards, Outcomes of Education, *Policy Formation, Postsecondary Education, Public Policy, Salary Wage Differentials, Standardized Tests, *Student Certification, Student Evaluation, Systems Approach, Technical Institutes, Trend Analysis, Unemployment, Universities, *Vocational Education, Welfare Recipients, Womens Education, Youth Employment, Youth Programs

Identifiers—National Vocational Qualifications (England), *United Kingdom

This book, which traces the emergence of an official state-sanctioned learning policy for education and training in the United Kingdom, examines how the country's government has taken a concerted approach to accomplishing the following two goals: (1) integrating the reproduction of knowledge at all levels in the educational institutions under their control with skill formation in training both in and out of employment and (2) linking education and training to the economy in a systemic manner. The following topics are among those discussed in the book's introduction and five chapters: (1) emergence of learning policy (learning versus unlearning, living and learning); (2) tripartite schooling, 1944-63 (the postwar welfare state settlement, peculiarities of the English system); (3) comprehensive schooling, 1963-76 (comprehensive reform, what went wrong, technical training, and the tertiary option); (4) training without jobs, 1976-87 (the vision of the Manpower Services Commission, the Quango under Margaret Thatcher, the new contracting postwelfare state); (5) education without jobs, 1987-97 (a new settlement of education, higher education in the 1990s, academics' reaction to the new policies, the example of further education); and (6) new learning under new labor (extending the new settlement, the goal of full employability, levels of learning and levels of earning, and "dumbing down"). (Contains 303 references.) (MN)

ED 441 992

CE 080 281

Fischler, Gary L. Booth, Nan

Vocational Impact of Psychiatric Disorders: A Guide for Rehabilitation Professionals.

Report No.—ISBN-0-8342-1251-X

Pub Date—1999-00-00

Note—258p.

Available from—Aspen Publishers, 200 Orchard Ridge Drive, Suite 200, Gaithersburg, MD 20878 (\$51). Tel: 800-638-8437 (Toll Free) (orders); or Tel: 800-234-1660 (Toll Free) (customer service). Web site: <http://www.aspenpublishers.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Adult Education, Antisocial Behavior, Anxiety, Attitude Change, Behavior Modification, Case Studies, *Counseling Techniques, Definitions, Dependency (Personality), Employment Problems, *Evaluation Criteria, Guidelines, Interpersonal Competence, *Mental Disorders, Moods, Personality Problems, *Psychological Evaluation, Rehabilitation Counseling, Schizophrenia, Self Concept, Supported Employment, *Vocational Education, *Vocational Rehabilitation

Identifiers—Narcissism, Obsessive Compulsive Behavior, Passive Aggressive Behavior

This book, which is intended for vocational rehabilitation (VR) professionals, is a guide to many of the disorders included in the "Diagnostic and Statistical Manual," fourth edition (DSM-IV), that VR professionals are likely to encounter. The introduction discusses the relationship between psychiatric disorders and vocational functioning and explains the role of the DSM-IV in VR. The following disorders are examined in chapters 1-7: (1) mood disorders; (2) anxiety disorders; (3) somatoform disorders; (4) paranoid, schizotypal, and schizoid personality disorders; (5) borderline, antisocial, histrionic, and narcissistic personality disorders; (6) avoidant, dependent, obsessive-compulsive, and passive-aggressive personality disorders; and (7) schizophrenia and other psychotic disorders. The following items are included for each disorder discussed in chapters 1-7: (1) illustrative case studies describing specific psychological and psychiatric symptoms and their vocational impact; (2) rating scales on which the severity of the impairment of victims' understanding and memory, concentration and persistence, social interaction, and adaptation as a result of the given disorder is rated on a scale of 1-5; and (3) summary of VR strategies and accommodations. Chapter 8 considers the role of psychological assessment in VR. Appended is a summary of relevant portions of the DSM-IV. The bibliography lists 21 references. (MN)

ED 441 993

CE 080 283

Kromann, Winkler

A Cross-Country Report on "The State of Play of Regulated Professions, as Defined by Council Directive 92/51/EEC, in the Candidate Countries of Central and Eastern Europe." Professional Qualifications.

Spons Agency—European Training Foundation, Turin (Italy).

Report No.—AF-25-99-504-EN-C; ISBN-92-9157-224-1

Pub Date—1999-06-00

Note—79p.

Available from—For full text: <http://www.etf.eu.int/etfweb.nsf/pages/downloadregulatedprofessions>

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Access to Education, Admission Criteria, *Articulation (Education), Case Studies, Change Strategies, *Credentials, Credits, Educational Certificates, Educational Change, Educational Legislation, Educational Needs, *Educational Policy, Educational Trends, Foreign Countries, Needs Assessment, Policy Formation, Prior Learning, Program Administration, Program Implementation, State of the Art Reviews, *Student Certification,

*Transfer Policy, Trend Analysis, *Vocational Education

Identifiers—Denmark, *Europe (East Central), European Union

This document examines the state of regulated professions, as defined by Council of the European Communities Directive 92/51/EEC, in those Central and Eastern European countries that are candidates for admission into the European Union. The introduction discusses Council Directive 92/51/EEC, previous directives, and the national case studies on regulated professions on which this report is based. Chapters 2-4 review the following aspects of the directive's implementation: (1) scope of Council Directive 92/51/EEC (categories of regulated professions and activities in the candidate countries and the directive's scope in relation to other directives); (2) levels of the general system directives (division of professions into levels, bridges between levels, attestation of competence); and (3) ways of implementing the directive (vertical versus horizontal approaches, candidate countries' legislative framework, current regulations on foreigners' access and bilateral agreements). The following aspects of the directive's administration are discussed in chapters 5-8: role of the competent authorities; role of the national coordinator; general trends; and recommendations regarding European Training Foundation contributions to future activities. Appended are a description of the model of implementation of the general system for mutual recognition of qualification papers in Denmark and a discussion of the scope of the second general directive in Denmark. (MN)

ED 441 994

CE 080 284

Kunzmann, Margret Laur-Ernst, Ute

Development of Standards in Vocational Education and Training, July 1998 (Reprinted with Updates 1999). Manual. Volume 1. Qualifications and Training Methods.

German Federal Inst. for Vocational Training Affairs, Berlin (Germany).

Spons Agency—European Training Foundation, Turin (Italy).

Report No.—AF-07-98-001-EN-C; ISBN-92-828-4427-7

Pub Date—1999-11-00

Note—53p.; For Volume 2, see CE 080 285. Written with the support of Bernd Hoene. Edited by Bob Mansfield.

Available from—For full text: [http://www.etf.eu.int/etfweb.nsf/pages/vetdown/\\$file/dev-sta.pdf](http://www.etf.eu.int/etfweb.nsf/pages/vetdown/$file/dev-sta.pdf)

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Curriculum Development, *Developing Nations, Foreign Countries, Models, Postsecondary Education, Secondary Education, *Standards, *Vocational Education

Identifiers—Czech Republic, Latvia, Slovenia, Ukraine

This manual was developed as an integral part of an ongoing project on the role of standards in vocational training that was launched by the European Training Foundation in 1995. Revised in November, 1999, this manual reports the results of three meetings that addressed the following subjects: the content of vocational education and training standards; the procedures for their development; and the processes of implementation and evaluation, supplemented by knowledge in comparative research and current trends. The manual, which does not prescribe specific models but offers options and alternatives for the development of vocational education and training standards, is organized in eight sections. Following the introductory section that explains the basis and goal of the manual, section 2 defines standards, a main element in the transformation process of vocational education and training, providing definition, components, and functions. The third section provides aids for the forward shaping of occupational standards, while the fourth section suggests four alternative models for the shaping of standards in vocational education (examination model, occupation model, modular model, and combination occupation model and modular model), and evaluates them. Section 5 sug-

gests the types of experts who should be involved in standard development (team creation), and section 6 sets forth a procedure for the elaboration of occupational standards. Section 7 contains information on implementation, evaluation, and compliance with standards. The final section provides four examples of standard development in vocational training in the Czech Republic, Slovenia, Latvia, and Ukraine. (KC)

ED 441 995

CE 080 285

Laur-Ernst, Ute Kunzmann, Margaret Hoene, Bernd

Development of Standards in Vocational Education and Training: Specification, Experience, Examples, July 1999 (Reprinted with Updates 2000). Manual. Volume 2. Qualifications and Training Methods.

German Federal Inst. for Vocational Training Affairs, Berlin (Germany).

Spons Agency—European Training Foundation, Turin (Italy).

Report No.—AF-07-98-002-EN-C; ISBN-92-828-4428-5

Pub Date—2000-04-00

Note—98p.; For volume 1, see CE 080 284.

Available from—For full text: [http://www.etf.eu.int/etfweb.nsf/pages/vetdown/\\$file/dev-standards-volume2-2.pdf](http://www.etf.eu.int/etfweb.nsf/pages/vetdown/$file/dev-standards-volume2-2.pdf)

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Cooperative Programs, *Curriculum Development, *Developed Nations, *Developing Nations, Foreign Countries, Government School Relationship, Labor Force Development, Material Development, Postsecondary Education, Secondary Education, *Standards, *Vocational Education

Identifiers—France, Germany, Netherlands, United Kingdom

An extension of the 1999 Manual, "Development of Standards in Vocational Education and Training," this second volume presents the key terms and attitudes, reports on experience and knowledge in standards development collected in recent years on the basis of questions raised during the process, and suggests how to deal with the problems encountered. A large part of this second volume is taken up with contributions from four Member States of the European Union: France, Germany, the Netherlands, and the United Kingdom, outlining the development of standards in vocational training in their countries. Part 4, "Development of Vocational Standards in Western Europe," has the authors: Annie Boudier and Jean-Louis Kirsch, who represent France; Hermann Schmidt, who represents Germany; Ties Pauwels and Anneke Westerhuis, who represent the Netherlands; and Bob Mansfield, who represents the United Kingdom. This manual focuses on specifications for qualification standards, competence, curriculum, modularization, and modules. It also highlights experience and recommendations from the countries studied as well as discusses these three models: outcome-based, occupation, and modular. In addition, the manual includes discussions on the following: (1) the orientation of vocational education towards the needs of industry and the labor market; (2) the need for personal as well as occupational development; and (3) cooperation between the state and the social partners in the planning and implementation of vocational education and training. Twenty-four references and a glossary of terms are included. (KC)

ED 441 996

CE 080 286

Lubyova, Martina Ochrankova, Daniela Vantuch, Juraj

Background Study on Employment and Labour Market in the Slovak Republic. Working Document. Employment & Social Affairs.

European Training Foundation, Turin (Italy).

Spons Agency—European Union, Brussels (Belgium).

Pub Date—1999-10-00

Note—123p.

Available from—For full text: [http://www.etf.eu.int/etfweb.nsf/pages/vetdown/\\$file/](http://www.etf.eu.int/etfweb.nsf/pages/vetdown/$file/)

12 Document Resumes

Slovak-Rep-Back-Stud.pdf.

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Developing Nations, *Economic Development, *Educational Trends, *Employment, Employment Statistics, Foreign Countries, *Futures (of Society), Labor Market, Postsecondary Education, Secondary Education, *Unemployment, *Vocational Education Identifiers—*Slovakia

This study provides a background analysis of the current situation in the Slovak Republic in terms of employment, employment policy institutions, and employment policy delivery mechanisms, with special attention to their preparedness for meaningful participation in the European Union (EU) employment coordination process. The study was based primarily on statistics provided mainly by the Slovak Statistical Office, the Ministry of Labour, Social Affairs and Family, and the National Labour Office. The study found that Slovakia has been one of the most successful among the countries undergoing transformation, with an annual growth rate of 7 percent. However, since 1998, the government has made major cuts in public spending, taxes have risen, prices have risen, unemployment has grown, and employment has fallen. The demographic situation is favorable, however, with strong growth in the numbers of young adults. Almost all the population is educated, and many are participating in higher education or vocational training. A variety of labor market policies is set by the government. (The report also contains six appendices that contain statistical and regulatory data and 82 references.) (KC)

ED 441 997 CE 080 290

McAlister-Kizier, Donna

Case Studies for Effective Business Instruction. Delta Pi Epsilon Society, Little Rock, AR. Report No.—ISBN-1-881530-14-0

Pub Date—1999-00-00

Note—255p.

Available from—Delta Pi Epsilon National Office, P.O. Box 4340, Little Rock, AR 72214 (\$25).

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—*Accounting, Business Administration, *Business Education, Career Development, *Case Method (Teaching Technique), *Communications, Economics, Entrepreneurship, Ethics, Finance Occupations, Graduate Study, Higher Education, Information Systems, Labor Force Development, Listening Skills, *Marketing, Mathematics Skills, Postsecondary Education, Problem Solving, Reading Skills, Secondary Education, Self Esteem, Self Management, Speech Communication, Teaching Methods, Undergraduate Study

Identifiers—Business Law, International Business

This book is designed as a resource for educators who teach business content in a variety of instructional settings. It contains case studies representing all functional areas of business, including corporate training, for grades 7 through graduate education. Chapter 1 provides an overview of the case study method. The history of the case method, its theoretical grounding, definition, characteristics, types, and teaching and learning approaches are discussed. To help readers determine whether the case study method is an appropriate choice for their learning environment, the method's advantages, disadvantages, and appropriate usage are addressed in the critical analysis. Chapter 2 presents strategies to assist teachers and learners in successfully using the case method in diverse settings. Chapter 3 contains 74 case studies representing 12 subject areas of business and 14 learning competencies. At the beginning of the chapter, a detailed index assists readers in finding the best case studies for their needs. The detailed index classifies each case by subject area, learning competency, industry type, and grade level. The page number of the corresponding discussion idea for each case is also provided on the index page. Chapter 4 provides discussion ideas for each case study. Chapter 5 pre-

sents a comprehensive reference list of 80 sources. (YLB)

ED 441 998 CE 080 292

Fass, Sara Garner, Barbara

Beyond the GED: Making Conscious Choices about the GED and Your Future. Lesson Plans and Materials for the GED Classroom.

National Center for the Study of Adult Learning and Literacy, Boston, MA.

Spons Agency—National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.

Pub Date—2000-04-00

Contract—R309B60002

Note—62p.

Available from—World Education/National Center for the Study of Adult Learning and Literacy, Attn: Sam Gordenstein, 44 Farnworth Street, Boston, MA 02210-1211. Web site: <http://gseweb.harvard.edu/~ncsall> (\$5).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Careers, Charts, Educational Certificates, Educational Research, Graphs, *High School Equivalency Programs, Higher Education, *Instructional Materials, Labor Market, *Student Certification, Units of Study, *Wages, Writing Skills Identifiers—*General Educational Development Tests

Designed for use by General Educational Development (GED) program teachers in GED classrooms, this set of learning materials provide learners with practice in graph and chart reading, calculation, analyzing information, and writing, while they examine the labor market, role of higher education, and economic impact of the GED. Unit 1, The Labor Market, contains three lessons: What kinds of jobs are out there? What's happening to the jobs that do exist? and Wages. Unit 2, Pursuing Higher Education, has these two lessons: Education and Earnings, and Going to College. Unit 3, What the Research Tells Us, consists of these two units: Policy and the GED, and The Research. Components of each lesson are a list of goals/objectives, materials needed, step-by-step procedures, follow-up activities, and handouts. (YLB)

ED 441 999 CE 080 293

Tyler, John H. Murnane, Richard J. Willett, John B.

The Devil Is in the Details: Evidence from the GED on the Role of Examination System Details in Determining Who Passes. NCSALL Reports #16.

National Center for the Study of Adult Learning and Literacy, Boston, MA.

Spons Agency—National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.

Pub Date—2000-04-00

Contract—R309B60002

Note—38p.

Available from—World Education/National Center for the Study of Adult Learning and Literacy, Attn: Sam Gordenstein, 44 Farnworth Street, Boston, MA 02210-1211. Web site: <http://gseweb.harvard.edu/~ncsall>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, Blacks, *Educational Certificates, Females, *High School Equivalency Programs, Hispanic Americans, Males, *Racial Differences, *Sex Differences, *Student Certification, *Test Results, Whites Identifiers—*General Educational Development Tests

A study used data from a long-standing examination system, the General Educational Development (GED) certificate, to illustrate that the details of examination systems have marked impacts on the number of test takers who obtain the desired credential and on the racial/ethnic composition of passers. Data provided by the Florida Department of Education contained basic demographic and test score information on 189,124 GED candidates who took the GED exams between 1988-98. Key findings were that initial pass rates on the GED exams

vary greatly by race/ethnicity and by age within race/ethnicity; about 65 percent of whites and 60 percent of blacks and Hispanics who fail on their initial attempt retake the exams within 3 years; ultimate pass rates are 88 percent for whites, 66 percent for blacks, and 80 percent for Hispanics; the modal time between the first and last test attempts is about 2 months; and among GED candidates who failed to obtain the credential, the writing test was the lowest score for the highest percentage of males, and the math test was the lowest score for the highest percentage of females. (Contains 21 references.) (YLB)

ED 442 060 CE 080 295

Chapman, Cathy Dalheim, Zoe LaRocque, Barbara Mauke, Martha Risley, Cynthia Smith, Margaret

Instructional Strategies To Benefit Adolescents and Adults with Learning Disabilities. Volume 1 [and] Volume 2.

Spons Agency—Massachusetts State Dept. of Education, Malden. Adult and Community Services.

Pub Date—1997-06-00

Note—330p.; For Volume 3, see CE 080 296. A product of Young Adults with Learning Disabilities Project (YALD), Pittsfield Adult Learning Center, Pittsfield Public Schools, The Learning Connection, and Berkshire County House of Correction.

Available from—Western Massachusetts YALD (Young Adults with Learning Disabilities Project), Adult Learning Center/Pittsfield Public Schools, 269 First Street, Pittsfield, MA 01201. E-mail: vgirard@pittsfield.net (\$36, for all 3 volumes).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC14 Plus Postage.

Descriptors—Adolescents, Adult Basic Education, Adults, Classroom Techniques, *Learning Disabilities, Learning Problems, *Mathematics Instruction, Reading Aloud to Others, Reading Comprehension, *Reading Instruction, *Spelling Instruction, *Teaching Methods, *Writing Instruction

This two-volume notebook is part of a three-volume set containing strategies developed by experienced adult basic education (ABE) teachers in response to learning problems observed in their classrooms. Instructions on how to use the notebook with students with learning disabilities (LD) begin each volume. Volume 1 consists of these seven sections: what learning disabilities are; basic principles for teaching LD learners; glossary of terms; executive function; behavioral issues; basic reading; and reading comprehension. Sections 5-7 each contain an index to subtopics (problems), "what you need to know about" that topic, and subtopics or problems with strategies. Volume 2 consists of these five sections: reading to adolescents and adults; writing; spelling; math; and oral language. Sections 8-12 all have the same components found in Sections 5-7. Appendixes to Volume 2 contain spelling rules, syllabification descriptions, sample exercises, and a 48-item bibliography. (YLB)

ED 442 001 CE 080 296

Smith, Margaret Dalheim, Zoe

The Educational Environment, Assessment, and Counseling Services for the Learning Disabled Adolescent and Adult. Volume 3.

Spons Agency—Massachusetts State Dept. of Education, Malden. Adult and Community Services.

Pub Date—1996-09-00

Note—100p.; For Volumes 1 and 2, see CE 080 295. A product of Young Adults with Learning Disabilities Project (YALD), Adult Learning Center, Pittsfield Public Schools, The Learning Connection, and Berkshire County House of Correction.

Available from—Western Massachusetts YALD (Young Adults with Learning Disabilities Project), Adult Learning Center/Pittsfield Public Schools, 269 First Street, Pittsfield, MA 01201. E-mail: vgirard@pittsfield.net (\$36, for

all 3 volumes).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Adolescents, Adult Basic Education, Adults, Counseling Services, Diagnostic Teaching, *Disability Identification, *Educational Diagnosis, *Educational Environment, *Learning Disabilities, Learning Problems, Psychological Needs, Secondary Education

This notebook is the 3rd volume of a three volume set containing strategies to provide an educational environment and assessment and counseling services for the learning disabled (LD) adolescent and adult. Part I focuses on a beneficial educational environment. Chapter 1, on the academic environment, addresses what is necessary for a supportive academic environment; what LDs are; descriptions of LDs; and how LDs show up in academic behavior. Chapter 2, on the emotional environment, discusses what is necessary for a safe emotional climate; common psychological issues of LD students; the successful teacher of LD adolescents and adults; and strategies to create a beneficial emotional climate. Chapter 3 looks at what is necessary for a favorable physical setting; the ideal physical environment; and modifications for less than ideal conditions. Part II, on assessment, describes design and use of the assessment and these six steps: sequence of steps in assessment; intake interview; in-depth learning difficulties interview; formal and informal testing (basic reading, reading comprehension, writing, spelling, math); using the assessment data; and ongoing assessment. Part III, on counseling services, covers initial counseling services and ongoing services. Appendixes include test copies suitable for reproduction; mini samples of transparencies; and names and addresses of publishers of 11 tests. (YLB)

ED 442 002

CE 080 299

Hubschman, Betty

How Do Different Types of Adult Learners Adapt to Distance Education?

Pub Date—1999-04-22

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 22, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Cognitive Style, *Distance Education, Educational Research, *Electronic Mail, *Graduate Students, Higher Education, Introductory Courses, Mentors, *Student Adjustment, *Teacher Student Relationship

A study concentrated on adult learners and their adaptability to electronic mail (e-mail). The sample (n=168) was composed of all graduate students taking an introductory educational research class during spring 1996 and graduate students taking a measurement and evaluation class during summer 1996 at a public state university. Students were randomly assigned to either an experimental and a control group. Both groups were taught how to use e-mail, and both groups received a minimum of four messages from the researcher. At the beginning of the term, all students were given the Hardy Educational Learning Profile instrument that evaluated learning profiles of interaction, approach, or information source for learning; preferred ways of gathering information; and preferred ways of processing information. The experimental group received more personal, caring (mentoring) messages; the control group received neutral messages that conveyed general information. Results indicated student responses of type of message sent were significantly higher in the mentored group; and inner-directed students replied more often than outer-directed students. (YLB)

ED 442 003

CE 080 300

Koper, Johannes Zaremba, Hans Jurgen

Quality Management and Qualification Needs 1: Quality and Personnel Concepts of SMEs in Europe.

Spons Agency—Commission of the European Communities, Brussels (Belgium). Directorate-

General for Education, Training, and Youth.

Report No.—ISBN-3-7908-1261-7

Pub Date—2000-00-00

Note—349p.; Publication is part of the project: Survey and Analysis of New Work Requirements and Qualification Developments in the Context of Quality Management in SMEs as a Basis for a Forecast of Requirement Profiles for Preventive Further Training Strategies: A Comparative Study of the Metalworking and Food-Processing Industries.

Available from—Physica-Verlag/Springer-Verlag New York, 175 Fifth Avenue, New York, NY 10010. Tel: 800 777 4643, FAX: (1) 348 4505. E-mail: orders@springer-ny.com, Web site: <http://www.springer.de> (\$59.95).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Administrator Education, Developed Nations, *Food Processing Occupations, Foreign Countries, *Metal Working, *Personnel Management, *Personnel Needs, Postsecondary Education, *Program Implementation, Small Businesses, *Total Quality Management, Vocational Education

Identifiers—*Europe, Finland, Germany, Greece, Ireland, Portugal, Sweden, United Kingdom

This book examines how quality management is implemented in small and medium-sized enterprises (SMEs) in Germany, Finland, Greece, Ireland, Portugal, Sweden, and the United Kingdom. It presents the survey results as two sector studies. Competitive and specialization tendencies of the sectors and company concepts of "quality" and "personnel" are analyzed, including current profiles of quality-related skill demands on staff as well as current training areas in the companies. An introduction covers these topics: project design, survey design, guidelines for a problem-representative sample, and the database. Part 1 focuses on the metalworking sector, and Part 2 on the food processing sector. Each part addresses these topics: target group and sample (the sector in Europe, description of the sample—Federal Republic of Germany, Finland, Greece, Ireland, Portugal, Sweden, United Kingdom); quality concepts of the SMEs (quantitative findings: reasons for implementing quality management; qualitative findings: barriers, critical points, examples of good practice); personnel-related concepts of the sector (quantitative findings; qualitative findings: barriers, critical points, examples of good practice); and a summary of quality and personnel concepts of food-processing SMEs. (YLB)

ED 442 004

CE 080 301

Lee, Lung-Sheng Steven Wang, Cheng-Pin Peter Wang, Yen-chao Shih, Neng-Mu Yeh, Chung-ching Technology Education and Technology Teacher Education in Taiwan, R.O.C. = Zhong Hua Min Guo Ke Ji Jiao Yu Ji qi shi zi Jiao Yu.

Pub Date—2000-06-00

Note—28p.

Language—Chinese, English

Pub Type—Information Analyses (070) — Multilingual/Bilingual Materials (171)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Chinese, Construction (Process), *Course Content, Developing Nations, Elementary Education, Energy Education, Foreign Countries, High Schools, Junior High Schools, Manufacturing, *Teacher Education, *Technological Literacy, *Technology Education, Transportation

Identifiers—*Taiwan

Technology education in Taiwan begins with craft work at the elementary school level, and the most important point is the practical application. All junior high school students are required to take the Living Technology course. Content includes technology and life, information and communication, construction and manufacturing, and energy and transportation. The technology education curriculum in senior high school is Living Technology. Its content is the same as that for junior high school. Issues to be resolved in the new senior-high-school technology education curriculum are: that these

courses are not articulated with college-entry requirements; that creating a realistic learning environment for these courses is not well supported; and that challenges resulting from the new curriculum (such as teacher training and upgrading textbooks) need to be addressed. Technology education programs are not institutionalized in elementary teachers' colleges. Taiwan has a complete and formal system to train Living Technology teachers. Special features are fitting the educational reform trend and transforming teacher education policy into an open public vision; teacher education in a changing and adaptive stage; and traditional normal education system in transformation. Challenges in technology teacher education are the new teacher education system vs. old educational environment and the urgency of improving the inservice training system. (Alternating pages are in English and Chinese.) (YLB)

ED 442 005

CE 080 303

Booker, Di

Getting to Grips with Online Delivery.

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-87397-606-1

Pub Date—2000-00-00

Note—63p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; E-mail: ncver@ncver.edu.au; website: <http://www.ncver.edu.au/>

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Annotated Bibliographies, *Computer Uses in Education, *Delivery Systems, Distance Education, Educational Benefits, Educational Resources, Educational Trends, Flexible Progression, Foreign Countries, Guidelines, Instructional Design, Instructional Development, *Internet, Models, *Online Systems, Postsecondary Education, Program Costs, Program Evaluation, Resource Materials, Services, Staff Development, Success, Teacher Improvement, Trend Analysis, *Vocational Education, *World Wide Web

Identifiers—*TAFE (Australia)

This booklet, which is intended for general readers wishing to understand important trends in vocational education and training (VET) in Australia, provides an overview of the basic issues in online delivery of VET. The following topics are discussed in the booklet's first six sections: (1) basic principles of online delivery; (2) benefits and problems of using online delivery; (3) steps in getting started (planning, equipment needed, server hardware, equipment selection, technical support, costs); (4) issues in instructional and interface design; (5) managing student and teacher support; and (6) evaluation. The seventh section lists the steps to ensure the success of online delivery programs: (1) ensure that the online delivery strategy is compatible with the institution's long-term educational goals; (2) select committed, enthusiastic academic and support staff and an effective high-level champion; (3) ensure that a well-developed institutional information technology infrastructure is in place; (4) undertake staff and student training that includes change management and an explanation of how online delivery really works; (5) ensure efficient, 24-hour, 7-day-a-week access to reliable technology with a good user interface and ongoing maintenance of modules; and (6) evaluate what works and what does not. Concluding the booklet are a glossary and 42-item annotated bibliography. (MN)

ED 442 006

CE 080 304

Misko, Josie

Getting to Grips with Self-Paced Learning.

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-87397-590-1

Pub Date—2000-00-00

Note—54p.

Available from—National Centre for Vocational

Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; E-mail: ncver@ncver.edu.au; website: http://www.ncver.edu.au/.

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Annotated Bibliographies, Case Studies, Computer Uses in Education, *Distance Education, Educational Research, Educational Trends, *Flexible Progression, Foreign Countries, Guidelines, *Individualized Instruction, *Instructional Development, Learning Processes, Models, Outcomes of Education, *Pacing, Postsecondary Education, Program Effectiveness, Program Implementation, Theory Practice Relationship, Trend Analysis, *Vocational Education

Identifiers—*TAFE (Australia)

This booklet, which is intended for general readers wishing to understand important trends in vocational education and training, provides insight into how self-paced learning programs are being implemented in Australia and how teachers and students evaluate their effectiveness. The following topics are discussed in the first booklet's first seven sections: (1) factors affecting how new information is learned (suitable environment; readiness to learn; analyzing, interpreting, and manipulating the information; attention; feedback; repeated and varied practice; prompting; storing the information); (2) case studies and other research on self-paced learning in external studies programs; (3) technology-based learning for remote students; (4) campus-based self-paced learning programs; (5) the question of whether increased flexibility leads to better outcomes; (6) responsibility for learning; and (7) lessons learned regarding teachers and students best suited to self-paced learning. Presented next is a model for implementing self-paced learning programs that consists of the following nine phases: (1) create a climate for change; (2) identify program needs; (3) set goals and objectives; (4) identify resources to be used; (5) develop learning materials; (6) prepare students for learning; (7) implement the learning program; (8) monitor student progress; and (9) evaluate the program. Concluding the booklet is a 31-item annotated bibliography. (MN)

ED 442 007 CE 080 305
Misko, Josie

Getting to Grips with Work Experience.

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-87397-588-x

Pub Date—2000-00-00

Note—52p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; E-mail: ncver@ncver.edu.au; website: http://www.ncver.edu.au/.

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Budgets, Compliance (Legal), Cooperative Planning, Decision Making, Definitions, Delivery Systems, Educational Objectives, Educational Practices, Educational Research, Educational Trends, *Experiential Learning, Foreign Countries, Instructional Development, Instructor Coordinators, Job Training, Needs Assessment, Partnerships in Education, Postsecondary Education, Program Development, Program Evaluation, Records (Forms), *School Business Relationship, Secondary Education, Special Needs Students, Student Evaluation, *Student Placement, Teacher Role, Technical Writing, Training Methods, Trend Analysis, *Vocational Education, *Work Experience Programs

Identifiers—*Australia

This booklet, which is intended for individuals responsible for organizing student placements in work experience programs in Australia, provides an overview of the basic issues regarding work experi-

ence programs. The following are among the topics discussed in the 14 sections: (1) understanding the characteristics and purposes of industry placements (general work experience placements, vocational placements); (2) reviewing research findings; (3) identifying needs and objectives (identifying needs, setting objectives, describing goals and objectives); (4) planning placements (deciding who will be involved, fulfilling legal and insurance obligations, developing budgets, involving employers in planning placements, catering to students with special medical conditions); (5) clarifying student and employer expectations; (6) organizing placements (exploring student preferences, resources and information sessions); (7) arranging placements (school- versus student-negotiated placements); (8) communicating information (informing employers, students, parents, other teachers, and nonparticipating students); (9) preparing for placements (preparing students, workplace supervisors, teachers, and coordinators and conducting workshops for teachers and coordinators); (10) implementing training; (11) monitoring student performance (visiting students in the workplace, assessing student performance, conducting observations); (12) reporting on student performance; (13) conducting follow-up activities; and (14) evaluating placements (major and minor evaluations). Concluding the booklet are a summary and 24-item annotated bibliography. (MN)

ED 442 008 CE 080 306

Freeland, Brett

International Comparisons of Vocational Education and Training.

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-87397-583-9

Pub Date—2000-00-00

Note—50p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; E-mail: ncver@ncver.edu.au; website: http://www.ncver.edu.au/.

Pub Type— Information Analyses (070) — Reports - Evaluative (142)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Change Strategies, *Comparative Analysis, Cultural Differences, Data Analysis, Data Collection, Definitions, Economic Climate, Educational Practices, *Educational Research, *Evaluation Criteria, Foreign Countries, International Organizations, Job Training, Postsecondary Education, Research Design, *Research Methodology, *Research Problems, State of the Art Reviews, Theory Practice Relationship, *Vocational Education

Identifiers—Australia, *International Surveys

This report, which is based primarily on figures released by the Organisation for Economic Cooperation and Development (OECD), reviews the indicators available for international comparisons of vocational education and training (VET) to clarify the following issues: the kinds of comparability problems that exist, their extent and severity, their causes, and possible ways of correcting them. Chapter 1 provides an overview of existing international comparative studies of VET. Chapter 2 looks at the data sets currently used by the OECD in international comparisons of VET. Chapters 3-5, which are devoted to the problems associated with use of the data sets, address the following topics: problems of comparison (definitions, comparisons in practice, case studies in comparative analysis); defining the "average" country (problems and concerns in determining the "average," theoretical considerations, absolute and comparative advantage); and lessons from existing methods (problems of scope or coverage, categorization, and measurement when collection data). Chapters 6-7, which consider arguments for making meaningful comparisons of VET and place particular emphasis on the Australian perspective, emphasize the need to take the uniqueness of countries' economies into account when comparing their VET systems and offer recommendations regarding putting theory

into practice. Chapter 8 reviews the report's findings. (Contains 33 references.) (MN)

ED 442 009 CE 080 307

Alto, Romulita Isaacs, Irene Knight, Brian Poles-tico, Rebecca

Training Systems in South-East Asia. VTET Accreditation and Certification Systems in SEAMEO Member Countries (with an Appendix in Australia).

National Centre for Vocational Education Research, Leabrook (Australia); Southeast Asian Ministers of Education Organization (Singapore). Regional Centre for Vocational and Technical Education.

Report No.—ISBN-0-87397-580-4

Pub Date—2000-00-00

Note—304p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; E-mail: ncver@ncver.edu.au; website: http://www.ncver.edu.au/.

Pub Type— Information Analyses (070) — Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, *Accreditation (Institutions), Adult Education, Annotated Bibliographies, Apprenticeships, Comparative Education, *Delivery Systems, Developing Nations, Economic Climate, Education Work Relationship, Educational Administration, Educational Environment, Educational Objectives, Educational Policy, Educational Trends, Elementary Secondary Education, Employment Patterns, Employment Qualifications, Foreign Countries, Government School Relationship, Job Skills, *Job Training, Models, National Organizations, National Standards, Needs Assessment, Nonformal Education, Population Trends, Postsecondary Education, Program Administration, Program Evaluation, Public Education, Quality Control, School Business Relationship, *Student Certification, Student Evaluation, Technical Institutes, Training Objectives, Trend Analysis, Unemployment, Universities, *Vocational Education, Womens Education, Work Experience Programs

Identifiers—*Asia (Southeast), *Australia

This book provides an overview of vocational-technical education and training (VTET) in the 10 member countries of the Southeast Asian Ministers of Education Organisation (SEAMEO). The book begins with an introduction explaining the objectives and methodology of the cooperative research project on which the study was based. Each of the 10 subsequent chapters detail the study findings regarding one of the following countries: Brunei Darussalam; Cambodia; Republic of Indonesia; Lao People's Democratic Republic; Malaysia; Union of Myanmar; Republic of Philippines; Singapore; Kingdom of Thailand; and The Socialist Republic of Viet Nam. All chapters place special emphasis on the country's VTET accreditation and certification systems. Other topics addressed in the country reports include the following: geography and economy; structure of the education and training system; occupational skills maps and skills standards; types and levels of qualification; quality assurance; apprentice scheme; nonformal education; women's education; and employment and unemployment. The final chapter outlines a framework for comparing SEAMEO member countries' VTET systems and identifies differences and similarities among their VTET systems. Forty-seven tables/figures are included. Appended are the following: list of country researchers; 208-item annotated bibliography; and overview of Australia's VTET system that includes 22 tables/figures and 16 references. (MN)

ED 442 010 CE 080 308

Butler, Elaine Ferrier, Fran

"Don't Be Too Polite, Girls!" Women, Work, and Vocational Education and Training: A Critical Review of the Literature.

National Centre for Vocational Education Re-

search, Leabrook (Australia).

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—ISBN-0-87397-582-0

Pub Date—2000-00-00

Note—119p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; E-mail: ncver@ncver.edu.au; website: <http://www.ncver.edu.au/>.

Pub Type—Information Analyses (070)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Continuing Education, Curriculum, *Education Work Relationship, Educational Needs, *Educational Policy, Educational Practices, Educational Research, Educational Trends, *Employed Women, *Equal Education, Foreign Countries, Literature Reviews, Marketing, Needs Assessment, Policy Formation, Politics of Education, Postsecondary Education, Public Policy, Secondary Education, Social Change, Teaching Methods, Trend Analysis, *Vocational Education, *Womens Education

Identifiers—*Australia, Educational Marketing, Global Economy

Most of the research on women and vocational education and training (VET) in Australia and elsewhere that was published in 1987-1998 may be characterized as follows: (1) it was undertaken to inform or support policy decisions and is therefore framed by political and ideological agendas; (2) it is piecemeal; (3) it tends to consider women as "other" while normalizing the experiences of men; and (4) it lacks a perspective of "advantage" as opposed to "disadvantage." The literature on women and VET revolves around the following themes: (1) globalization and change; (2) social, cultural, and demographic changes; (3) policies, politics, and VET; (4) marketization of VET; (5) economic and social policies and practices for VET; (6) gender issues in VET; and (7) curriculum, pedagogies, and practices in VET. The literature on all these themes reveals a consistency in research findings and recommendations that seek structural systemic change in the VET system, including the political will to position equity as a central organizing feature. A scheme providing research grants for VET operating like the grants awarded by the Australian Research Council should be established. Grants should promote a vigorous, knowledge-seeking and inclusive culture in VET. (Fourteen tables/figures are included. The bibliography lists 279 references.) (MN)

ED 442 011 CE 080 309

Anderson, Tony

Learning and Teaching in Initial Vocational Education and Training.

National Centre for Vocational Education Research, Leabrook (Australia).

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—ISBN-0-87397-593-6

Pub Date—2000-00-00

Note—124p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; E-mail: ncver@ncver.edu.au; website: <http://www.ncver.edu.au/>.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, Educational Change, *Educational Environment, Educational Improvement, Educational Practices, Educational Research, Foreign Countries, Influences, *Learning Processes, Postsecondary Education, Questionnaires, Secondary Education, *Student Attitudes, Tables (Data), *Teacher Attitudes, Teacher Education, Teacher Student

Relationship, *Teaching Methods, *Vocational Education, Vocational Education Teachers
Identifiers—Australia (New South Wales), Australia (South Australia), Australia (Victoria), *TAFE (Australia)

A study investigated the perceptions of vocational education and training (VET) students and teachers from New South Wales, South Australia, and Victoria about ways students engage in learning in VET, practices currently used by VET teachers, and factors shaping learning and teaching in initial VET. Data were collected from the following sources: surveys completed by 113 initial VET students; interviews with 48 teachers; and observations of 37 teaching and learning episodes. Ninety-five percent of the students liked their vocational course, and 52% of teachers believed that students learn best by hands-on learning. Most students (51%) were currently in paid positions. The classroom observers noted that teacher-student interactions were framed in a master-novice relationship. It was concluded that the practical learning component of VET courses must be improved and that initial and inservice education of VET teachers can potentially assist the development of skills that will facilitate the process of learning in initial VET contexts. Additional research on ways of linking classroom/workshop practical learning experiences to the practices and outcomes of workplace learning was recommended. (One hundred eight tables/figures are included. The bibliography lists 34 references. Appended are the teacher and student questionnaires and data on the numbers of students who chose or were placed into VET.) (MN)

ED 442 012 CE 080 310

Hall, Richard Buchanan, John Bretherton, Tanya van Barneveld, Kristin Pickersgill, Richard

Making the Grade? Globalisation and the Training Market in Australia. Volume 1 [and] Volume 2.

National Centre for Vocational Education Research, Leabrook (Australia).

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—ISBN-0-87397-579-0

Pub Date—2000-00-00

Note—158p.; The diskette for Volume 2 is not available from ERIC.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; E-mail: ncver@ncver.edu.au; website: <http://www.ncver.edu.au/>. For full text: <http://www.adobe.com/products/acrobat/readstep.html>.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Data Collection, Economic Change, *Education Work Relationship, *Educational Demand, Educational Needs, Educational Supply, Educational Trends, Employment Patterns, Engineering Technology, Field Studies, Foreign Countries, Global Approach, Industrial Structure, *Industrial Training, *Information Technology, Job Training, Labor Market, Marketing, *Metal Industry, National Surveys, Needs Assessment, Postsecondary Education, Regional Characteristics, Research Methodology, Tables (Data), Trend Analysis, *Vocational Education

Identifiers—*Australia, Educational Marketing, Global Economy

This two-volume document reports on a study of globalization and Australia's training market. Volume 1 begins by examining debate on globalization and industry training in Australia. Discussed next is the study methodology, which involved field studies of the metals and engineering industry in South West Sydney and the Hunter and the information technology industry in South West Sydney and the Central Coast of New South Wales. Presented next are major findings regarding the following issues: (1) labor market settings; (2) key challenges confronting both industries studied; (3) why emerging industry training markets are failing to meet the key challenges arising from globalization; and (4)

implementation of competencies, the New Apprenticeships, and the training packages. Volume 1 includes 16 tables/figures and a 35-item bibliography. An appendix constituting approximately 60% of Volume 1 contains seven regional industry training market case studies. Volume 2 (also provided on disk) contains technical notes on the following topics: (1) debates associated with the terms "training markets" and "VET institutional arrangements"; (2) empirical data associated in the structure of Australian industry; and (3) data on the size and structure of Australia's metals and engineering and information technology industries and trends characterizing them. Concluding Volume 2 is a 152-item bibliography. (MN)

ED 442 013 CE 080 311

Dumbrell, Tom De Montfort, Rowena Finnegan, Wendy Wright, Peter

Still Not Equal: A Study of Differences in Male and Female TAFE Graduates' Earnings in Australia.

National Centre for Vocational Education Research, Leabrook (Australia).

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—ISBN-0-87397-586-3

Pub Date—2000-00-00

Note—212p.; The diskette of the appendices is not available from ERIC.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; E-mail: ncver@ncver.edu.au; website: <http://www.ncver.edu.au/>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Choice, College Programs, Comparative Analysis, *Education Work Relationship, Educational Attainment, Employed Women, Employment Level, Employment Patterns, Employment Qualifications, Equal Education, Focus Groups, Foreign Countries, Graduate Surveys, *Graduates, Income, Learning Activities, National Surveys, Nontraditional Occupations, Occupations, *Outcomes of Education, Postsecondary Education, *Salary Wage Differentials, *Sex Differences, Sex Fairness, Tables (Data), Technical Institutes, Unemployment, *Vocational Education, Womens Education

Identifiers—*TAFE (Australia)

Differences in the earnings of male and female graduates of technical and further education (TAFE) programs in Australia were examined in a study that focused primarily on graduates working full-time. Data were collected from the 1997 Graduate Destination Survey and from a series of focus groups and interviews with women TAFE graduates working in nontraditional occupations. The following were among the study's major findings: (1) female TAFE graduates working full time earned approximately 84% of what their male counterparts earned; (2) female graduates experienced higher unemployment rates and were less likely to attain full-time employment; and (3) the income disparity could not be explained by differences in qualifications earned by the graduates. (Forty-six tables/figures are included. The following items are included in the document's seven appendices, which are also provided on disk: occupational analysis containing 28 tables/figures; table detailing average weekly earnings from 1997; technical note on differences in full-time hours worked; table of 1996 census data detailing full-time employed individuals in Australia by level of attainment and sex; table detailing level of qualification by field of study by sex and industry of employment; and focus group discussion guide used in stage 2 of the Graduate Earnings Project.) (MN)

ED 442 014 CE 080 323

The Curriculum Guide: The Conceptual Framework for Further Education.

Adult, Community, and Further Education Board,

Melbourne (Australia).
Report No.—ISBN-0-7311-2674-2
Pub Date—2000-00-00
Note—100p.

Available from—ARIS/Language Australia, GPO
Box 372F, Melbourne, Victoria, Australia
3001.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Adult Education, Case Studies,
*Continuing Education, *Course Content,
*Curriculum, *Curriculum Development, De-
veloped Nations, *Educational Planning, For-
eign Countries, Instructional Materials,
Postsecondary Education, *Teaching Methods,
Vocational Education

Identifiers—*Australia

Written for managers and teachers working in further education (especially in Australia), this guide was designed to accompany "Transforming Lives, Transforming Communities: A Conceptual Framework for Further Education" and explains what the conceptual framework for further education is (although it does not assume that the reader has read "Transforming Lives"). The guide presents examples and case studies of how the framework has been used in workshops for professional development and in documenting curriculum. It also presents responses to the framework in the form of teachers' voices and testimonies. A summary of the key points from "Transforming Lives" is made throughout the guide, in order to facilitate understanding of the curriculum. The guide shows how teachers and administrators can use the curriculum for individual or group planning, writing accredited and non-accredited curriculum documents, and developing a coherent and integrated learning program. The five sections of the guide and their authors are as follows: (1) "A Conceptual Framework for Further Education Curriculum" (Clara Block); (2) "Using the Conceptual Framework for Further Education in Teaching" (Robyn Hodge, Marilyn Hickson); (3) "Using the Framework to Document Curriculum" (Delia Bradshaw); (4) "Writing Curriculum for Accreditation Using the Framework" (Jan Hagston); and (5) "The Conceptual Framework and Program Coordination" (Marilyn Hickson). (KC)

ED 442 015 CE 080 342
Fevre, Ralph Rees, Gareth Gorard, Stephen Furlong, John

Education, Training and Identity.

Pub Date—1998-09-07

Note—13p.; Paper presented at the British Association Annual Festival, "The Challenge for Science" (Cardiff, Wales, United Kingdom, September 7-11, 1998).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Continuing Education, *Education Work Relationship, *Employee Attitudes, *Employer Attitudes, Employment Opportunities, Employment Patterns, *Employment Qualifications, Foreign Countries, Labor Needs, Outcomes of Education, *Policy Formation, Postsecondary Education, *Public Policy, Secondary Education

Identifiers—*Wales (South)

Although public policy debate centers on education and training (ET) as a primary determinant of economic success, this study suggests that instead the economy determines patterns of participation in education and training. Research over time shows that planned government ET policies have little ability to affect the economy because the effects of the economy on patterns of participation in ET are so strong. This study of ET trends and the economy in South Wales identified 31 potential variables, including year of birth, area of residence, gender, ethnicity, family religion, language spoken at home, pattern of school attendance, residence, family structure, type of secondary school attended, educational level, and socioeconomic and educational characteristics of parents. The study also determined that work-based training has not increased in frequency since 1945, remaining at just over 39 percent of all work episodes. The most important factor

pushing workers to get further education was found to be lack of jobs. Study respondents noted that in a tight labor market employers ask for more credentials, whether or not the qualifications are related to the actual jobs, but when jobs are more plentiful, there is less emphasis on further education. The study concluded that for government policy encouraging further education to succeed, policymakers would have to entice or coerce employers to change their attitudes towards jobs, restructuring jobs to meet the demands of the new economy and thus actually requiring workers with more training. (KC)

ED 442 016 CE 080 343

Gorard, Stephen Rees, Gareth Fevre, Ralph

Learning Trajectories: Analysing the Determinants of Workplace Learning.

Pub Date—1999-06-24

Note—19p.; Paper presented at ESRC Seminar Series: Working To Learn, Seminar One: Can the Learning Age Deliver? Barriers to Access and Progression in Lifelong Learning (Surrey, England, June 24, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Students, Apprenticeships, Developed Nations, *Education Work Relationship, *Employment Patterns, *Employment Qualifications, Foreign Countries, *Job Training, *Lifelong Learning, Policy Formation, Postsecondary Education, Public Policy, Self Concept, Student Motivation, Vocational Education

Identifiers—Learning Patterns, *Wales (South)

A study in South Wales developed the insights provided by previous research into further education and job training by exploring the ways in which the determinants of participation in lifetime learning vary systematically over time and from locality to locality. In addition, the study looked at empirical patterns of participation in lifetime learning through the concept of "trajectories." Data were gathered through a questionnaire survey and semi-structured interviews with 1,104 families in South Wales, as well as through examination of educational information from the institutions in the area. The study found these five lifelong learning trajectories: non-participant, transitional, delayed, lifetime, and immature. The full model of lifetime learning trajectories includes more than 40 independent variables that can be summarized in these five broad factors: time, place, gender, family, and initial schooling. The study found that the pattern of trajectories has changed over time, with lifelong learning and transitional learning increasing and apprenticeship decreasing. In addition, findings indicated that early success or failure at school lays the foundation for learner identity and participation in further education. The study concluded that additional research is needed to improve understanding of the processes of lifetime learning and motivation. (Contains 20 references.) (KC)

ED 442 017 CE 080 346

Gorard, Stephen Furlong, John Rees, Gareth

Why U.S. Solutions Don't Travel: Lifetime Learning and Post-Compulsory Education and Training in the U.K.

Spons Agency—Economic and Social Research Council, Lancaster (England).

Pub Date—1997-08-00

Contract—L123251041

Note—29p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Canada, August 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Apprenticeships, Developed Nations, *Education Work Relationship, *Employment Patterns, *Employment Qualifications, Foreign Countries, *Job Training, *Lifelong Learning, Policy Formation, Postsecondary Education, Public Policy, Vocational Education

Identifiers—Learning Patterns, *Wales (South)

A study attempted to determine whether the United States experience of continuing education

and training provides an appropriate resource for changes intended to increase lifelong learning in the United Kingdom by considering institutional and cultural differences for the two countries. The study considered the trajectories for lifelong learning over several decades as the UK has moved closer to the U.S. model with increased participation rates in formal post-16 education and increased entry to higher education. At the same time, the UK has experienced a decline in youth employment opportunities and employer-offered apprenticeships. Data were gathered through a contextual analysis of data about education and training providers; a regional study of several generations of families in South Wales gathered through a door-to-door survey of 1,104 householders and their children followed by semi-structured interviews; and taped oral histories from the local Miners' Archive. Through this research, five education and training trajectories were devised: non-participant, delayed learner, transitional learner, immature learner, and lifetime learner. Socioeconomic class was often seen as a determinant of learning trajectories, and influences of time and place are large. The study concluded that the best way to create lifelong learners is to create the motivation for lifelong learning in the schools and colleges. (Contains 82 references.) (KC)

CG

ED 442 018 CG 029 526

J.U.M.P.: Join Us Make Peace. 16 Power Plays for Preventing Youth Violence. California Attorney General's Youth Council on Violence Prevention 1998 Final Report.

California State Office of the Attorney General, Sacramento. Crime Prevention Center.

Pub Date—1998-00-00

Note—46p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Antisocial Behavior, Community Education, Cooperative Planning, Cultural Influences, Government Role, Internet, *Prevention, *Violence, Youth Leaders, *Youth Problems

Identifiers—California

In an attempt to create more youth and adult partnerships to prevent violence throughout California, the California Attorney General's Office, the California Youth Authority, and the California Department of Health Services joined together on this community action research project. The members of the Attorney General's Youth Council on Violence Prevention developed a community survey tool, met with various leaders, and questioned youth about the best strategies to prevent violence. The Youth Council's recommendations became known as the "16 power plays" and are included in this report. The report also describes some challenges facing California youth today, including gangs, cultural diversity, teen dating relationship violence, and violence in the media. State initiatives designed to help reduce youth violence are detailed in the report. They pertain to balanced justice, public and community services, state coordination of youth resources, educating youth about Firearm Laws, and mentoring. Several Internet sources for youth violence prevention are listed. Information about the J.U.M.P. (Join Us Make Peace) City Youth Violence Prevention CD-ROM is included. (JDM)

ED 442 019 CG 029 762

Goldin, Eugene, Ed.

The Journal for the Professional Counselor, 1999.

New York Counseling Association, Inc., Albany.

Report No.—ISSN-1080-6385

Pub Date—1999-00-00

Note—194p.; Published biannually.

Journal Cit—Journal for the Professional Counselor

lor; v14 n1-2 Spr-Fall 1999

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—*Adolescent Development, *Counseling, Counselor Educators, Counselor Training, Elementary Secondary Education, Higher Education, Mental Health, *Play Therapy, *Professional Associations, School Counselors, Youth Problems

Identifiers—Diagnostic Statistical Manual of Mental Disorders, *New York

This publication of the New York Counseling Association is dedicated to providing in-depth articles about research on topics relevant to the profession. It is designed for use by professionals working in schools, colleges, and agency settings. The 1999 volume comprises two issues. Issue 1 is devoted to the topic of play therapy. Articles include: "Play Therapy Special Issue" (E. Goldin); "Introduction to the Special Issue" (J. Cerio); "Curative Factors in Play Therapy" (C. E. Schaefer); "Typical Stages in the Child-Centered Play Therapy Process" (W. J. Nordin; L. Guernsey); "Client-Centered Play Therapy Techniques for Elementary School Counselors: Building the Supportive Relationship" (E. Phillips; J. Mullen); "Developmental Considerations in Play and Play Therapy with Traumatized Children" (A. Drewes); "Play Therapy Training Practices for School Counselors: Results of a National Study" (J. Cerio; T. Taggart; L. Costa); "A Comparison of the Effects of Two Family Play Therapy Activities on Child Participation, Comfort, and Activity Preference in Family Therapy" (K. L. Giudici; J. Cerio); and "Future Directions in Play Therapy Research" (J. Cerio; H. Boehm-Morelli). Articles in Number 2 include: "Message from the President" (J. A. Bayle); "Observations as the Profession Approaches the Turn of the Century" (E. Goldin); "Youth Gangs: A Counselor's View" (T. M. Batsis; J. S. Koshi); "Stalking Behavior: Love and Delusion" (D. Farrugia); "School to College Transition Programs: Straight Talk about Alcohol and Sex" (J. M. Gibson); "Capturing the Teachable Moment in Counseling" (B. B. Kahn); "Media Strategies for Counseling Professionals" (J. Gill-Wigal; S. A. Gallagher Warden; M. R. Schlarb); "The Diagnostic Dilemma: Implications and Concerns for Use of the DSM-IV in a College or University Counseling Center" (S. Hodges); "An Empirical Study of College Students' Grief Responses: Death vs Non-Death Losses" (D. A. Cohen); and "Power Plays: Their Use and Abuse in Human Relations" (book review by D. L. Araoz). (Contains numerous references.) (JDM)

ED 442 020 CG 029 780

Perman, Kay Kasemeier, Lori Solatka, Debbie

Perceptions of an Elephant: The Kent School District Approach to Comprehensive Counseling & Guidance.

Pub Date—2000-03-03

Note—35p.; Paper presented at the Conference of the Washington State Counseling Association (Olympia, WA, March 2-4, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, Evaluation, Models, Needs, Professional Development, *School Counseling, *School Guidance, Secondary Education

Identifiers—*Comprehensive Guidance, *Kent Public Schools WA

This packet contains information relating to the comprehensive counseling and guidance program of the Kent School District in Washington. The information includes: a timeline for implementation of the plan and an organizational chart of the program; a chart explaining the four components of the program; the syllabus for a staff development program and evaluation forms for the program; information pertaining to the Advisory Council for the program; three graphs depicting the counseling program components at the elementary, junior high, and high school levels; and a timeline for the needs assessment pilot part of this counseling and guidance project along with the needs assessment instrument. (MKA)

ED 442 021

CG 029 855

Linder, Sarah Miller, Geri Johnson, Paula

**Counseling and Spirituality: The Use of Emp-
tiness and the Importance of Timing.**

Pub Date—2000-03-00

Note—9p.; Paper presented at the Annual Conference of the American Counseling Association (Washington, DC, March 20-25, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Beliefs, *Counseling, Counseling Techniques, Counselor Client Relationship, Counselor Training, Journal Writing, *Spirituality

This paper focuses on the use of emptiness in therapy and the importance of the counselor's comfort with the space and timing of interventions within that emptiness. It addresses spirituality from three different standpoints—creating a space that includes room for the suffering of the client, journaling, and use of the Rapha belief system. The purpose of Rapha is to provide professional counseling that focuses on the physical, psychological, and spiritual dimensions of the person in need. The information included is drawn from the literature, as well as the authors' experience as counselors, in terms of the use of spirituality in addressing the emptiness in their clients and in themselves. Suggestions are presented for spiritual counseling techniques to address these existential issues in themselves both as individuals and as counselors, as well as in the counseling setting and the classroom. The use of beliefs is addressed in terms of applying these views to counseling settings. (Contains 13 references.) (MKA)

ED 442 022

CG 029 980

Zinna, Kelly A.

After Columbine: A Schoolplace Violence Prevention Manual.

Report No.—ISBN-0-915667-25-8

Pub Date—1999-09-00

Note—129p.

Available from—Spectra Publishing Co., Inc., P.O. Box 966, Silverthorne, CO 80498 (\$30, plus \$3.50 shipping and handling). Web site: <http://www.campusviolence.com>.

Pub Type—Books (010) — Information Analyses (070)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Involvement, Crisis Intervention, Elementary Secondary Education, High Risk Students, Mass Media Effects, *Prevention, School Counselors, *School Safety, Staff Role, Teacher Role, Training, *Violence

Identifiers—*Columbine High School Shooting, *School Shootings

Using the violent events that took place at Columbine High School in 1999 as an example, this book serves to inform teachers, administrators, school resource officers, and concerned parents about school violence. It can be used to help develop a response and prevention plan to handle threats and violence in schools. This book is a guidance manual designed to empower school officials in their goal of preventing schoolplace violence. It offers step-by-step advice to assist in the early identification, intervention, prevention, and containment procedures that can reduce the risk of school violence. It outlines the dynamics and characteristics of violence, provides information on how to recognize it, and offers prevention and intervention strategies. Unlike many other forms of violence, schoolplace violence is very predictable. It follows a specific course of action and this, in turn, offers many opportunities for intervention and determent. The goal of this book is to emphasize the first steps toward prevention: education and training. A bibliography lists resources on the topic of violence prevention, intervention, and aftermath. (MKA)

ED 442 023

CG 029 981

Zinna, Kelly A.

Schoolplace Violence Prevention. Training Manual.

Pub Date—2000-01-00

Note—25p.

Available from—Violence Prevention and Intervention, 1746 Cole Blvd., Suite 225, Golden, CO 80401 (\$10). Tel: 303-216-9755; Fax: 303-526-0249.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrators, *Educational Policy, Elementary Secondary Education, High Risk Students, Prevention, Program Development, *School Safety, *Training, *Violence

This training manual begins with a graph depicting trends in schoolplace violence from 1993-1999. Next is a table displaying the parallels between workplace and schoolplace violence. A list of the elements included in a psychological profile of schoolplace violent offenders is provided. The four types of students involved in schoolplace violence are described. Types of warning signs are also listed. Four kinds of threats are defined and examples are provided. Six barriers to reporting or misconceptions about violence are discussed. Next, a flow chart showing the steps a student at risk for schoolplace violence might experience is included. The final and largest section of this booklet focuses on considerations for administrators and school personnel. It discusses policy and procedure development. Specifically, it discusses the threat management and violence risk assessment team, investigation procedures, developing a zero tolerance policy, the after effects of violence, and the media rights of individuals involved in violence. (MKA)

ED 442 024

CG 029 982

Responding to Hate Crimes: A Police Officer's Guide to Investigation and Prevention.

International Association of Chiefs of Police, Alexandria, VA.

Spons Agency—Department of Justice, Washington, DC. Bureau of Justice Assistance.

Pub Date—1999-00-00

Contract—1999-DD-BX-0071

Note—15p.

Available from—National Criminal Justice Reference Service. Tel: 800-851-3420 (Toll Free).

For full text: <http://www.theiacp.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Problems, *Police, Prevention, Victims of Crime

Identifiers—*Hate Crime

Hate crimes and hate incidents are major issues for all police because of their unique impact on victims as well as the community. This guidebook, designed to be used by police officers, explains the differences between hate crimes and hate incidents and discusses how to respond to both. Specifically, this guidebook examines the following questions: What is a hate crime? Why is it important to respond to hate crimes quickly and effectively? What is an effective police response to hate crimes? What are the key indicators that a hate crime may have been committed? What are the best approaches for working with victims of hate crime? and What is the ongoing role the police play with hate crime victims and the community? Also included is a tear-out pocket guide that summarizes the information included in this guidebook. (MKA)

ED 442 025

CG 029 986

Marijuana: Facts for Teens. Revised.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.; National Institutes of Health (DHEW), Bethesda, MD.

Report No. —98-4037

Pub Date—1998-11-00

Note—21p.

Available from—National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847. Tel: 800-729-6686 (Toll

Free); TDD: 800-487-4899.

Pub Type—Opinion Papers (120)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Drug Abuse, *Marijuana

This booklet provides teenagers with information concerning the use of marijuana. It is presented in a question/answer format. The following sixteen questions are briefly answered: What is marijuana? How is marijuana used? How long does marijuana stay in the user's body? How many teens smoke marijuana? Why do young people use marijuana? What happens if you smoke marijuana? What are the short-term effects of marijuana use? Does marijuana affect school, sports, or other activities? What are the long-term effects of marijuana use? Does marijuana lead to the use of other drugs? How can you tell if someone has been using marijuana? Is marijuana sometimes used as a medicine? How does marijuana affect driving? If a woman is pregnant and smokes marijuana, will it hurt the baby? What does marijuana do to the brain? Can people become addicted to marijuana? And what if a person wants to quit using the drug? (MKA)

ED 442 026 CG 029 987

Marijuana: Facts Parents Need To Know. Revised.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.; National Institutes of Health (DHEW), Bethesda, MD.

Report No.—NIH-98-4036

Pub Date—1998-11-00

Note—33p.

Available from—National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847. Tel: 800-729-6686 (Toll Free); TDD: 800-487-4899.

Pub Type—Opinion Papers (120)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Drug Abuse, Drug Education, Interpersonal Communication, *Marijuana, *Parents

This booklet is designed to educate parents about marijuana so that they can communicate with their children in a way that will prevent drug abuse. The information is presented in a question/answer format. The following 25 questions are addressed: What is marijuana? What are the current slang terms for marijuana? How is marijuana used? How many people smoke marijuana? How can I tell if my child has been using marijuana? Why do young people use marijuana? Does using marijuana lead to other drugs? What are the effects of marijuana? What happens after a person smokes marijuana? How long does marijuana stay in the user's body? Can a user have a bad reaction? How is marijuana harmful? How does marijuana affect driving? What are the long-term effects of marijuana? What about pregnancy? What happens if a nursing mother uses marijuana? How does marijuana affect the brain? Can the drug cause mental illness? Do marijuana users lose their motivation? Can a person become addicted to marijuana? What is "tolerance" for marijuana? Are their treatments to help marijuana users? Can marijuana be used as medicine? And How can I prevent my child from getting involved with marijuana? Also presented is a section on talking with children about marijuana. (Includes 11 resources.) (MKA)

ED 442 027 CG 030 019

Wolfe, David A.

Child Abuse: Implications for Child Development and Psychopathology. Second Edition. Developmental Clinical Psychology and Psychiatry, Volume 10.

Report No.—ISBN-0-8039-7228-8

Pub Date—1999-00-00

Note—140p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320 (paperback: ISBN-0-8039-722-8, \$32.95; hardcover: ISBN-0-8039-7227-X, \$74.95). Tel: 805-499-

0721; e-mail: order@sagepub.com.

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Adolescents, *Child Abuse, *Child Development, Children, Family Involvement, Intervention, Prevention, Psychopathology, Social Influences, Theories

This book examines the role child abuse plays within a victim's individual development from childhood through their adult life. It begins by describing the different types of child abuse, prevalence rates, and risk factors. It also describes four types of child maltreatment that include: physical abuse, neglect, sexual abuse, and emotional abuse. The focus then turns to the full range of influences of abuse on development, including the emotional, cognitive, academic, and social consequences in childhood and adolescence. The long-term effects of abuse on adult functioning and psychopathology are detailed as well. Many topics are woven together to convey the role of parenting style, marital adjustment, stress in the home, cross-cultural influences, poverty, and others on child abuse and its effects. Prevention is detailed as well as a way to redress the many problems raised by abuse. This book uses theory and research to convey the importance of multiple contextual influences that affect abuse and can be used to ameliorate it. Included are an author index and a subject index. (Contains 365 references.) (MKA)

ED 442 028 CG 030 023

New Directions from the Field: Victims' Rights and Services for the 21st Century.

Department of Justice, Washington, DC. Office of Justice Programs.

Pub Date—1998-00-00

Note—451p.

Pub Type—Reports - Evaluative (142)

EDRS Price – MF01/PC19 Plus Postage.

Descriptors—Adolescents, Children, *Civil Liberties, Correctional Rehabilitation, Financial Support, Foreign Nationals, Helping Relationship, Juvenile Justice, *Victims of Crime

Identifiers—*Victim Assistance

This book contains a comprehensive report and set of recommendations on victims' rights and services. Section 1, "New Directions in Victims' Rights," reviews the nation's progress over the past two decades toward establishing state and federal rights for victims of crime. In Section 2, "New Directions for Criminal and Juvenile Justice System Agencies," the critical role that each agency must play within the justice system is defined as implementing and enforcing victims' rights and in improving the overall treatment of crime victims within our nation's justice systems. Section 3, "New Directions for Victim Assistance and Allied Professionals," identifies areas where services for victims of crime can be enhanced and highlights the innovative promising practices that each profession has developed to improve victim services. A chapter is included on the educational community covering crime on school grounds/campuses, education about victimization, prevention methods, and recommendations from the educational community. In Section 4, "New Directions in Financial Recovery," addresses three major avenues that victims can pursue to recover their financial losses due to crime: compensation, restitution, and civil remedies. Section 5, "New Directions for Child Victims," addresses the unique needs of young victims and outlines the legal rights and protection rights of child victims. It also reviews the long-term effects of crime and provides examples of programs and services for child victims. Section 6, "New Directions in International Victim Assistance," discusses global issues facing the field of victim services today and briefly highlights approaches that have been taken in other countries to address crime victims' needs. References follow each chapter. (Includes 2 appendixes.) (MKA)

ED 442 029 CG 030 027

Juvenile Justice. Youth with Mental Health

Disorders: Issues and Emerging Responses. Also: Warpage Milwaukee Program: Suicide Prevention in Juvenile Facilities.

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.

Report No.—NCJ-178256; ISSN-1524-3230

Pub Date—2000-04-00

Note—45p.

Available from—Juvenile Justice Clearinghouse/NCJRS, P.O. Box 6000, Rockville, MD 20049-6000. Tel: 800-638-8736 (Toll Free); Fax: 301-519-5600; Web site: <http://www.ojjdp.ncjrs.org>.

Journal Cit—Juvenile Justice; v7 n1 Apr 2000

Pub Type—Collected Works - Serials (022)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Adolescents, At Risk Persons, *Juvenile Justice, *Mental Health, Prevention, Suicide, World Wide Web

This issue of Juvenile Justice presents three main articles. "Youth with Mental Health Disorders: Issues and Emerging Responses" (J. J. Cocozza and K. Skowrya) discusses tragic mass homicides by juveniles, documented cases of neglect and inadequate services, and federal policy focusing on providing systems of care for at-risk juveniles that have propelled mental health issues among juvenile offenders into the headlines. The second main article, "Wraparound Milwaukee: Aiding Youth with Mental Health Needs" (B. Kamrati), discusses the difficulty of finding effective treatment models for youth in the juvenile justice system who have serious emotional, mental health, and behavioral needs. Wraparound Milwaukee's innovative, integrated approach offers care that is tailored to each youth. The final main article, "Suicide Prevention in Juvenile Facilities" (L. M. Hayes), states that youth suicide is recognized as a serious public health problem, but within juvenile facilities has not received comparable attention. Collaborative efforts and technical assistance training are essential components for suicide prevention within secure juvenile facilities. Also included are brief articles that discuss recent initiatives, programs, research, publications, and the Web site of the Office of Juvenile Justice and Delinquency Prevention. (Each article contains references.) (MKA)

ED 442 030 CG 030 028

Cocozza, Joseph J. Skowrya, Kathleen R.

Youth with Mental Health Disorders: Issues and Emerging Responses.

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.

Pub Date—2000-04-00

Note—12p.

Journal Cit—Juvenile Justice; v7 n1 pp3-13 Apr 2000

Pub Type—Journal Articles (080)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adolescents, Community Involvement, Cooperation, *Juvenile Justice, *Mental Disorders, *Mental Health Programs, Models, Prisoners, Screening Tests

The mental health needs of youth in the juvenile justice system have received more attention at the federal level in the past 2 years than in the past three decades combined. The importance of the mental health issue is also being recognized at the state level. A number of factors have contributed to this change. They include: growing recognition of the mental health needs of youth in general; increasing reliance on the justice system to care for individuals with mental illness; and recent changes in the juvenile justice system. Despite this growing concern, there is a paucity of adequate research on the prevalence and types of mental health disorders in the juvenile justice system. However, these conclusions can be drawn: youth in the juvenile justice system experience substantially higher rates of mental health disorders than youth in the general population; a high percentage of youth in the juvenile justice system have a diagnosable mental health disorder; it is safe to estimate that at least one out of every five youth in the juvenile justice system has serious mental health problems; and many of the youth in the juvenile justice system with mental illness also have a co-occurring substance abuse disorder. A set of comprehensive strategies and models for dealing with mental illness in the juvenile justice system is emerging. It includes collaboration across systems, diverting youth with mental disorders from the juvenile justice system, mental health

screening, community-based alternatives, and appropriate treatment. (Contains 47 references.) (MKA)

ED 442 031 CG 030 029

Kamradt, Bruce

Wraparound Milwaukee: Aiding Youth with Mental Health Needs.

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.
Pub Date—2000-04-00

Note—11p.

Journal Cit—Juvenile Justice; v7 n1 pp14-23 Apr 2000

Pub Type—Journal Articles (080)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Family Involvement, Financial Support, Health Maintenance Organizations, Individual Needs, *Juvenile Justice, *Mental Health, Mental Health Programs, Outcomes of Treatment, Psychological Needs
Identifiers—*Wisconsin (Milwaukee County)

Finding effective treatment models for youth in the juvenile justice system with serious emotional, mental health, and behavioral needs can be difficult. The traditional categorical approach that the juvenile justice, child welfare, and mental health systems often use places youth in a "one-size-fits-all" program, regardless of the youth's needs. Wraparound Milwaukee takes a quite different approach. This approach, which is based on the Wraparound philosophy, offers care that is tailored to each youth. The following elements of the Wraparound approach have been found to be of particular importance when working with children in the juvenile justice system: a strength-based approach to children and families; family involvement in the treatment process; needs-based service planning and delivery; individualized service plans; and an outcome-focused approach. This program, which began in 1994, is made up of the following components: care coordination; the Child and Family Team; a mobile crisis team; and a provider network. Because Wraparound Milwaukee blends system funds, it can provide a flexible and comprehensive array of services to delinquent youth and their families. While this program offers many formal services, informal services that the care coordinator and Child and Family Team identify through strengths assessment are often even more effective. Outcomes for youth participating in Wraparound Milwaukee have been encouraging. Data indicate that the program is achieving positive outcomes. The challenges and the future of this program are briefly discussed. (MKA)

ED 442 032 CG 030 030

Hayes, Lindsay M.

Suicide Prevention in Juvenile Facilities.

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.
Pub Date—2000-04-00

Note—10p.

Journal Cit—Juvenile Justice; v7 n1 pp24-32 Apr 2000

Pub Type—Journal Articles (080)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Agency Cooperation, Case Studies, Evaluation, High Risk Students, Housing, Interpersonal Communication, Intervention, *Juvenile Justice, Policy, *Prevention, Screening Tests, Staff Role, *Suicide, Supervision, Training

Identifiers—*Adolescent Suicide

Youth suicide is recognized as a serious public health problem, but suicide within juvenile facilities has not received comparable attention, and the extent and nature of these deaths remain unknown. This article utilizes an example of a young man in a juvenile justice facility who succeeded in committing suicide to illustrate these points. Information concerning risk factors for suicide and current conditions of confinement in juvenile facilities is provided. The critical components of a suicide prevention policy are discussed. Issues examined within this discussion include: staff training; intake screening and ongoing assessment; communication; housing; supervision; intervention; reporting; and follow-up. Essential for suicide prevention in

juvenile justice facilities are collaborative efforts among child-serving agencies. Now is the time to focus additional attention and resources on preventing suicide within these facilities. (Contains 25 references.) (MKA)

ED 442 033 CG 030 072

National Household Survey on Drug Abuse Main Findings 1998.

Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Office of Applied Studies.

Pub Date—2000-03-00

Contract—283-97-9007

Note—438p.

Available from—Nat'l Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; Tel: 301-468-2600; Tel: 800-729-6686 (Toll Free).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC18 Plus Postage.

Descriptors—*Alcohol Abuse, Cocaine, Correlation, Demography, *Drug Abuse, Family (Sociological Unit), Heroin, *Incidence, Marijuana, Smoking, *Trend Analysis

This survey, monitoring levels of substance abuse in the United States, serves as a tool for researchers and policymakers to better understand and control substance abuse problems. It provides information on 25,500 participants' use of illicit drugs, alcohol, and tobacco among the civilian, noninstitutionalized population. Trends for the years, 1979, 1985, and 1991 through 1998 are included. For each drug (marijuana, cocaine, inhalants, hallucinogens, heroin, non-medical use of psychotherapeutics, alcohol, cigarettes, and smokeless tobacco), there are tables arranged to facilitate group comparisons. Data for the total population is presented for each of four age groups, and then compared by sex, race/ethnicity, population density, region, adult education, and current employment. Data on drug use among special populations (drug use and criminal behaviors, drug use and pregnancy, drug use among adolescents exposed to drug education messages) is also included. Seven appendices detail procedures: Appendix A contains definitions of key terms; Appendixes B, C, and D include information on the quality of data and testing procedures; Appendix E explains the adjustment procedure that was applied to the 1979-1993 NHSDA estimated in order to facilitate long-term trend analysis; Appendix F contains answer sheets for 1998 NHSDA questionnaire; Appendix G contains pages from the questionnaire. (Contains 124 references.) (Author/JDM)

ED 442 034 CG 030 073

Workshop on Children and Domestic Abuse.

National Academy of Sciences - National Research Council, Washington, DC. Board on Children, Youth, and Families.

Spons Agency—David and Lucile Packard Foundation, Los Altos, CA.

Pub Date—2000-04-00

Note—99p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Battered Women, *Child Abuse, Children, Counselors, Emotional Response, *Family Violence, Law Enforcement, Program Development, Program Evaluation, *Victims of Crime, Workshops

Identifiers—Policymakers

This workshop coordinates with the publication of a volume of "The Future of Children." The goal of the workshop is to bring together researchers, policymakers, health providers, and law enforcement to review available research literature on children and domestic violence. Topics that were addressed include prevalence and effect of exposure to domestic violence on children; systems-level responses to children; innovative program approaches and techniques for evaluating the programs; and laws and policies affecting children exposed to violence. The workshop manual contains the following sections: (1) Logistical Information; (2) Agenda; (3) Presenter Information; (4) Innovative Program Descriptions; (5) Background

Readings (topics include child maltreatment and women abuse, problems associated with children witnessing violence, police and mental health professionals' responses to children and violence; and the London Family Court Clinic, a children's mental health clinic committed to advocacy of children and families involved in the justice system); and (6) Background on Board on Children, Youth, and Families. (Contains 96 references.) (JDM)

ED 442 035 CG 030 074

South Dakota Youth Risk Behavior Survey Report, 1999.

South Dakota State Dept. of Human Services, Pierre.; South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Spons Agency—Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

Pub Date—1999-00-00

Contract—U87-CCU809021-07-1

Note—83p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—*Behavior Patterns, Drinking, *Drug Use, Eating Habits, Exercise, *High Risk Students, *High School Students, High Schools, Illegal Drug Use, Injuries, *Risk, *Sexuality, Student Surveys, Tobacco

Identifiers—*South Dakota

The Youth Risk Behavior Survey was cooperatively developed by Centers for Disease Control and state and local departments of health to assess six health risk behaviors of adolescents that result in the greatest number of morbidity, mortality, and social problems. All public, private, and Bureau of Indian Affairs schools in South Dakota, containing students in grades 9 through 12, were eligible to be selected for inclusion in the survey. Questionnaires were completed by 1,674 students, 49% of whom were females, and 90% were white. The survey assessed the following behaviors: intentional and unintentional injuries; tobacco use; alcohol and other drug use; sexual behaviors that result in HIV infection, other sexually transmitted diseases, and unintended pregnancy; dietary behaviors; and physical activity. Questioning these behaviors was significant since 72% of all deaths in this age group can be attributed to one of the behaviors. The report provides information pertaining to these behaviors, along with bar graphs reflecting the percentage of times youth participated in the behaviors. Following a summary, questions are considered separately. A breakdown of responses is provided for each grade level. Summary of results from previous survey years (1993, 1995, 1997) are included. (Contains 59 references.) (JDM)

ED 442 036 CG 030 076

Fulkerson, Jayne A. Harrison, Patricia A. Hedger, Scott A.

Juvenile Correctional Facilities. 1998 Minnesota Student Survey.

Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment; Minnesota State Dept. of Human Services, St. Paul.

Spons Agency—Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.

Report No. —MDHS-MS-1508

Pub Date—1999-09-00

Contract—270-97-7034

Note—38p.

Available from—Minnesota Dept. of Human Services, 444 Lafayette Road, St. Paul, MN 55155-3823. Tel: 612-297-3050; Fax: 612-297-1862; TDD: 612-296-5705.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Comparative Analysis, *Correctional Institutions, Delinquency, Delinquent Rehabilitation, *Emotional Problems, *Family Involvement, Public Schools,

Recidivism, Secondary Education, Sexual Abuse, Student Surveys, Substance Abuse, Tables (Data), *Youth Problems
Identifiers—*Minnesota

This document reports on a voluntary survey designed to compare responses of adolescents in corrections with adolescents in public schools in 1998. Findings are highlighted in sections entitled: (1) "Youth, Their Families, and Their Environment"; (2) "Psychological Distress"; (3) "Sexual Activity"; (4) "School Perceptions"; and (5) "Anti-social and Illegal Behavior." A comparison of corrections survey results from 1998 and 1995 established very consistent information. Key differences between adolescents in corrections with those in public schools are that most adolescent males and females in corrections facilities grow up in unhealthy environments. They are more likely to have been sexually (females) or physically abused. Many come from single parent homes. They had elevated levels of emotional distress. Their rate of suicide is higher. Antisocial behavior was common, as was substance abuse. On a positive note, adolescents in corrections had very similar responses with respect to their generally positive impressions of interpersonal relationships with family members. Implications of survey results are that early detection and effective intervention, for those traumatized by sexual or physical abuse, is essential. Improved access to assessment and services is recommended. Collaborative efforts within social services, community mental health, and schools is essential. The improvement of these services may reduce recidivism. (Contains 32 references.) (JDM)

ED 442 037 CG 030 077
Fulkerson, Jayne A. Harrison, Patricia A. Hedger, Scott A.

Alternative Schools and Area Learning Centers. 1998 Minnesota Student Survey.

Minnesota State Dept. of Human Services, St. Paul.; Minnesota State Dept. of Children, Families, and Learning, St. Paul.

Spons Agency—Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.

Report No.—MDHS-MS-1503

Pub Date—1999-07-00

Contract—270-97-7034

Note—39p.

Available from—Minnesota Dept. of Human Services, 444 Lafayette Road, St. Paul, MN 55155-3823. Tel: 612-297-3050; Fax: 612-297-1862; TDD: 612-296-5705.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Comparative Analysis, *Delinquency, Delinquent Rehabilitation, Emotional Problems, Family Influence, High Schools, *Nontraditional Education, *Public Schools, Self Destructive Behavior, Sexual Abuse, Student Surveys, Substance Abuse, *Teacher Student Relationship, Youth Problems
Identifiers—*Minnesota

This report highlights findings from the 1998 Minnesota Student Survey, administered to 3,791 voluntary participants, comparing students in alternative school settings with those in public schools. Alternative schools and area learning centers are high school diploma granting programs designed for students who are behind in their work, have dropped out of traditional programs, or need assistance with problems. Alternative school students were matched with randomly selected adolescents of the same gender and age. Comparison data is detailed in different sections of the report. Sections include information on the youth in the following areas: families and environment; psychological distress factors; sexual activity; school perceptions; and antisocial and illegal behaviors. The data revealed that the alternative education center students: (1) were more likely to believe that all their teachers were interested in them and that all teachers showed respect for students; (2) were disproportionately adolescents of color; (3) were more likely to have parents who abused substances; (4) were more likely, if they were female, to have a history of

sexual abuse; (5) had a higher suicide rate; (6) had greater antisocial behavior; and (7) commonly used substances. The report includes six suggestions for improving services for adolescents, including incorporating their positive attitudes toward their teachers. (Contains 33 references.) (JDM)

ED 442 038 CG 030 079
Guss, Thomas O.

Toward Individual and Family Well-Being: The Western Kansas Experience in Family Resource Development.

Pub Date—1999-10-00

Note—50p.; Paper presented at the Annual Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Support, *Family Life, Family Violence, Marital Satisfaction, Needs, Parenting Skills, Prevention, Program Evaluation, Resilience (Personality), *Rural Areas, Well Being

Identifiers—*Kansas (West)

Rural communities are often plagued with socioeconomic challenges that contribute to family vulnerability and developmental challenges. Family Development Programs is a course that provides learning experiences related to rural community issues and family interactions with an opportunity to review programs that are provided within the region. Existing services to children and youth are assessed by the Family Development Task Force (FDTF) and programs are evaluated through testimony from the Family Development Focus Group (FDFG) regarding their contributions to family resilience. Also included are exercises to elicit strategic plans such as marital enrichment and alternative parenting strategies directed toward prevention of domestic violence and support of community safety. As a result of the FDTF and FDFG collaborations from 1994-1999 (Kansas Partnership for Family Development and Community Support), a needs assessment for the region is evolving, and priorities for family development are emerging. Also, the importance of a problem solving approach in implementing programs is encouraged through projects that seem useful in professional development of counselors and providers in community planning. Appendix A, Rationale for Program Implementation, is provided. Appendix B discusses individual committees involved with the program. (Contains 7 tables and 27 references.) (Author/MKA)

ED 442 039 CG 030 081

Finkelhor, David Mitchell, Kimberly J. Wolak, Janis

Online Victimization: A Report on the Nation's Youth.

National Center for Missing and Exploited Children, Alexandria, VA.; Crimes against Children Research Center, Durham, NH.

Spons Agency—Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—2000-06-00

Contract—98-MC-CX-K002

Note—60p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Consumer Protection, *Internet, National Surveys, Needs Assessment, Policy Formation, Pornography, Prevention, Risk Management, *Safety

Identifiers—*Sex Exploitation, Sex Offenders, Sexual Relationships

Nearly 24 million youth, ages 10 through 17, were online regularly in 1999. Large numbers of young people, when on the Internet, are encountering sexual solicitations they do not want, sexual material they did not seek, and people who threaten and harass them. A national survey described in this paper and administered to 1,501 young people, ages 10 through 17, confirms many of these stories. It represents the first scientifically based window into the risks youth face on the Internet, particularly

unwanted sexual solicitations and pornography. It includes information on how families and young people are addressing matters of danger and protection on the Internet, and suggests that although these unpleasant experiences affect a large number of youth, few families do much about it. The report questions how to temper some of the drawbacks of the Internet to protect young people, and highlights the need for public and private initiatives to raise awareness and provide solutions. It suggests that strategies to respond to the problem would aim to reduce offensive behavior, better shield young people from its likely occurrence, increase the level of reporting, and provide more help to youth and families to protect them from any consequences. (Contains 20 figures, 8 tables, and 4 references.) (JDM)

ED 442 040 CG 030 092

Stottle, James M., Jr. Parker, Sandra Watson, George

The Impact of an Experiential Instructional Design on College Student Development.

Pub Date—2000-02-00

Note—18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 16-19, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, *Experiential Learning, Friendship, Higher Education, Interpersonal Communication, *Outcomes of Education, School Holding Power, Student Adjustment, *Student Development, Trust (Psychology)

Identifiers—*Rope Courses

Although there is a lack of research regarding the impact of ropes courses on student development, this paper states that there is significant information on this experiential learning experience contributing to student retention. It describes research designed to study how an experiential ropes course can impact undergraduate male and female (18 to 26 years old) student development among students attending a university in a rural area of a Midwestern state. Along with survey data, observations, and journal writings, the students completed open-ended questions about their experiences on the final paper and were interviewed. When the data was analyzed from a qualitative approach, four themes emerged. Trust, friendship, community, and communication are components of problem solving. The paper suggests that given the recent attention to school violence and violent behavior against diverse populations, the areas of community development, trust development, and teaching non-violent ways to solve problems are timely topics. It concludes that experiential learning, such as a ropes course, can increase a college student's ability to solve problems in a socially acceptable manner; build and teach a person how to appropriately trust others; empower a person with the skills necessary to be part of a healthy community; and increase a college student's interpersonal skills, social skills, and physical ability. (Contains 22 references.) (JDM)

ED 442 041 CG 030 093

Adderholdt, Miriam Goldberg, Jan

Perfectionism: What's Bad about Being Too Good? Revised and Updated Edition.

Report No.—ISBN-1-57542-062-7

Pub Date—1999-00-00

Note—139p.; Edited by Caryn Pernu. Illustrated by Carolina Price Schwert.

Available from—Free Spirit Publishing Inc., 400 First Ave. North, Suite 616, Minneapolis, MN 55401 (\$12.95). Tel: 612-338-2068; Web site: <http://www.freespirit.com>; E-mail: help4kids@freespirit.com.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Note Available from EDRS.

Descriptors—*Adolescents, Coping, Eating Disorders, Family Relationship, *Individual Development, Peer Relationship, Self Evaluation

(Individuals), *Stress Management, Stress Variables, *Student Adjustment, *Youth Problems
Identifiers—*Perfectionism, Procrastination

Perfectionist tendencies seem to exist on a continuum, ranging from healthy to dysfunctional behavior. Gifted students, in particular, struggle with perfectionism. This book discusses how to strike a balance between three main areas of life: (1) work and school; (2) play and hobbies; and (3) family and social relationships. Geared towards adolescents, it explains why it is important to learn to give yourself a break, learn how to be pleased with who you are, and learn how to enjoy the healthy pursuit of excellence. Chapter 1 discusses the role of birth order, pressures to achieve, and media messages. Chapter 2 deals with problems in connecting one's identity to perfectionism, describes typical thinking patterns of perfectionists, and discusses procrastination. Chapter 3 addresses physical problems associated with perfectionism, including the overuse of caffeine and eating disorders. Chapter 4 discusses special relationship problems, including being too critical of others, looking for the "perfect" partner, and over-committing oneself. Chapter 5 presents suggestions for dealing with the pressures felt by perfectionists, including learning to fail, learning to laugh, and having fun with exercise. Chapter 6 concerns gender differences in how perfectionism is manifested. Chapter 7 contains suggestions for completing large projects, setting reasonable standards, planning positive alternative paths, and improving self-knowledge. Chapter 8 discusses ways to relax. Chapter 9 suggests a strategy for enhancing communication with parents and other adults. Chapter 10 delineates signs of depression or potential suicide and provides resources for obtaining help. (Each chapter contains print and Web site resources; it contains 49 references overall.) (JDM)

ED 442 042 CG 030 094

Fennerty, Dan Lambert, Connie Majsterek, David

Behavior Rating Scales: An Analysis.

Pub Date—2000-00-00

Note—15p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, *Behavior Rating Scales, Child Development, Elementary School Students, Elementary Secondary Education, Labeling (of Persons), Personality Assessment, Secondary School Students, Special Education, Student Behavior, Student Evaluation

Identifiers—Behavior Rating Profile, Child Behavior Checklist, Connors Rating Scales, Walker-McConnell Scale of Soc Compet and Sch Adj

In order to qualify for special education services, students must meet criteria that signal a serious behavior disorder. The Executive Committee of the Council for Children with Behavior Disorders (1998) expressed the need to move away from norm-referenced measures and recommended utilizing a more functional assessment approach. Members of the counseling field also are advocating for behavioral assessment alternatives to more formal procedures. In light of these recommendations, this paper reviews four widely utilized behavior rating scales (Behavior Rating Profile, Child Behavior Checklist System, Connors Rating Scales, Walker-McConnell Scales of Social Competence and School Adjustment) regarding their recommended uses and behavioral descriptors. It suggests the following recommendations when considering a rating scale: (1) they should be supplemented with directly observed behavioral data; (2) educators should be aware that scales reflect perceptions about students and multiple informants and inter-rater reliability checks can corroborate or contradict these perceptions; (3) before using a rating scale, educators should make sure it reflects overall goals of the assessment process; (4) care should be taken so that information about the student is not skewed toward the negative; and (5) data on informant perceptions should be carefully considered. (Contains 1 table and 13 references.) (JDM)

ED 442 043

Paris, Norma Jean

Classroom Crisis Counseling in the Aftermath of School Violence.

Pub Date—1999-11-00

Note—9p.; Paper presented at the Annual Conference of the Louisiana School Psychologists Association (Lafayette, LA, November 3-5, 1999).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counseling, *Crisis Intervention, Educational Environment, Elementary School Students, Elementary Secondary Education, Emotional Response, Program Development, *School Psychologists, Secondary School Students, Teachers, *Violence, Youth Problems

Numerous counseling needs are generated in the aftermath of school crises, particularly crises involving school violence. Meeting these needs can be assisted when school psychologists involve classroom teachers in the planning and implementation of crisis counseling. This paper provides information about a crisis counseling intervention model (Mini-marathon Groups) that was developed by Terr (1992). It states that this model is particularly suitable for school psychologists to use when providing crisis training and consultation to classroom teachers. The Mini-marathon Group has five components: (1) providing facts and dispelling rumors, (2) sharing stories, (3) sharing symptoms, (4) empowerment, and (5) closure. The paper suggests that the use of this model will facilitate the goal of helping students work their way through the process of recovery. (Author/JDM)

ED 442 044

Sandhu, Daya Singh, Ed. Aspy, Cheryl Blalock, Ed.

Violence in American Schools: A Practical Guide for Counselors.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-222-9

Pub Date—2000-00-00

Note—427p.

Available from—American Counseling Association, Office of Public Policy and Information, 5999 Stevenson Ave., Alexandria, VA 22304-3300. Tel: 800-347-6647 ext. 222 (Toll Free).

Pub Type—Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Problems, *Counselor Role, Counselor Training, Educational Environment, Elementary School Students, Elementary Secondary Education, Emotional Response, Environmental Influences, *School Security, Secondary School Students, *Student Behavior, Victims of Crime, *Violence

The number of students victimized by violent crimes rose by nearly 25% between 1989-1995. Screening, along with good clinical judgment by counselors, should be the source for identifying children and adolescents at risk. This book is designed as a guidebook to help counselors develop skills in learning about the etiology of violence, identifying individuals at risk, preventing violent episodes when possible, and treating the effects of violence in the survivors. It is divided into six sections, grouped by chapters on similar themes. Section 1, "Defining the Problem," defines the problem from a statistical perspective by describing the nature and extent of violence in schools; discusses psychological and cultural characteristics of violent students; and describes school violence from sociocultural perspectives. Section 2, "The Etiology of Violence in Youths," addresses the source of youth violence. Section 3, "School Violence Prevention Strategies," is comprised of nine chapters, and highlights prevention programs that are in place and working. Section 4, "Violence in Special Populations," discusses adolescent suicide; violence against gay, lesbian, and transgender youths; and hate crimes and counselors' role in prevention them. Section 5, "Violence Intervention Strategies: Individual, Family, School, and Counselor Training Programs," addresses the issues and concerns on

CG 030 095

what to do when violence has already occurred. Section 6, "Summary and Implications for Practice," summarizes how counselors can use this book to learn how to recognize violence-precipitating environments; screen for children at risk for violence; remediate those who have a high violence potential; and work with parents to ensure a consistent response to the problem. (Contains 6 figures, 11 tables, 2 appendixes, and 865 references.) (JDM)

ED 442 045

Davis, Deborah C., Ed. Humphrey, Keren M., Ed.

College Counseling: Issues and Strategies for a New Millennium.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-220-2

Pub Date—2000-00-00

Note—329p.

Available from—American Counseling Association, Office of Public Policy and Information, 5999 Stevenson Ave., Alexandria, VA 22304-3300. Tel: 800-347-6647 ext. 222 (Toll Free).

Pub Type—Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Students, Counseling Effectiveness, Counselor Role, *Counselor Training, Educational Environment, *Higher Education, School Counselors, Student Characteristics, *Student Personnel Services

This book serves as a guide for counselors who are working in higher education and can be used as a resource book for individuals involved in counselor preparation programs. It explores college counseling as a profession, examines the diverse characteristics of today's college students, and details the variety of roles and services provided by college counselors. The book is organized into four sections. Part 1, "The College Counseling Profession," provides an introduction to college counseling as a profession, including its history and current status, diverse institutional settings, and professional preparation. Part 2, "Counseling Today's College Students," presents an overview of the diverse characteristics of today's college students, with special attention to traditional and nontraditional learners, and minority and international students. Part 3, "Today's College Counselor and the Institution," explores the diverse roles and services provided by the counselors and makes recommendations regarding effective practices. Part 4, "College Counselors and the Future," looks at stories from day-to-day life of college counselors and examines ways counselors can maintain wellness amid the demanding environment. The book is designed to provide an overview of the holistic, developmentally-based profession of college counseling and does not duplicate related publications of other authors about specific topics, such as student affairs preparation, techniques for counseling special populations, or cybercounseling. Resources are included that will assist readers in further exploring their interests. (Contains 474 references and 8 appendixes.) (JDM)

ED 442 046

Little, Sara S. DiSano, David

Cultural Differences in Self Esteem: A Study of Delinquent Male Adolescents.

Pub Date—2000-04-00

Note—15p.; Paper presented at the Annual Conference of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, Blacks, *Correctional Institutions, *Delinquency, Delinquent Rehabilitation, Ethnicity, High School Students, High Schools, Hispanic Americans, Males, *Resilience (Personality), *Self Esteem, Social Indicators, Special Needs Students, Whites

Identifiers—Latinos, United States (Northeast)

This paper presents a two-part study first undertaken in a juvenile detention facility in the North-

CG 030 105

east in order to assess the need for programs to increase self-esteem within the facility. In the first part of the study, a self-esteem inventory was administered to incarcerated males aged 14-19. In the second part, the inventory was administered to a comparison sample of youth attending high school in three communities. Scores of this sample were compared with scores from 202 members of the same three ethnic groups (Caucasians, Latinos, African Americans) at the detention center, for a total of 399 participants. Findings suggest that there was no evidence to indicate that male juvenile delinquents suffer from low self-esteem, and neither was there evidence to indicate that they suffer from high self-esteem. They report that a comparison of self-esteem scores of incarcerated male juveniles with their nondelinquent counterparts suggest that there is an interaction between ethnicity and incarceration. Overall, results suggest that a single approach to raising (or lowering) self-esteem among male juvenile delinquents of any ethnicity is ill-advised. (Contains 20 figures, 8 tables, and 14 references.) (JDM)

ED 442 047 CG 030 191

Bloom, John W. Walz, Garry R.

Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium.

American Counseling Association, Alexandria, VA; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Report No.—ISBN-1-55620-180-X

Pub Date—2000-00-00

Note—485p.; For individual chapters, see CG 030 192-218.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Books (010) — Information Analyses (070)

EDRS Price — MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Accreditation (Institutions), Career Development, Certification, *Counseling, Counselor Training, *Counselors, Distance Education, Ethics, Evaluation, High Schools, Higher Education, Human Services, *Internet, Middle Schools, Professional Development, Technology, World Wide Web

Identifiers—*Online Counseling

This book is designed to assist counselors in becoming better informed about cybercounseling so that they can decide for themselves what their personal opinion is on its worth and use. It describes current practices that will give a glimpse as to the behavioral health professions in the future. The book contains the following chapters: (1) "Historical Context: The Relationship of Computer Technologies and Counseling" (P. Granello); (2) "Managing Technology Wisely: A New Counselor Competency" (J. Casey); (3) "Expanding Professions Globally: The United States as a Marketplace for Global Credentialing and Cyberapplications" (T. Clawson); (4) "The Internet: Blessing or Bane for the Counseling Profession?" (J. Harris-Bowlsbey); (5) "The Odyssey of a Technologically Challenged Counselor Educator Into Cyberspace" (D. Brown); (6) "Using Cyberspace to Enhance Counselors' Cultural Transcendence" (J. McFadden and M. Jencius); (7) "Cybercounseling and Empowerment: Bridging the Digital Divide" (C. Lee); (8) "Coping With Loss and Grief Through On-Line Support Groups" (J. Gary and L. Remolino); (9) "Interactive Career Counseling in Middle and Secondary Schools: Integrating the Use of the Internet Into School Career Development Programs" (J. Refvem, J. Plante, and W. Osborne); (10) "Using the Web for Distance Learning" (M. Altekruze and L. Brew); (11) "Electronic Delivery of Career Development University Courses" (M. Peterson); (12) "The International Career Development Library: The Use of Virtual Libraries to Promote

Counselor Learning" (G. Walz and L. Reedy); (13) "Electronic Portfolios in Counselor Education" (J. Lewis, D. Coursol, and K. Herting-Wahl); (14) "Professional Publication in Cyberspace: Guidelines and Resources for Counselors Entering a New Paradigm" (M. Jencius and M. Baltimore); (15) "The Subjective Experiences of Therapists in Face-to-Face, Video, and Audio Sessions" (S. Day, and P. Schneider); (16) "Skills for On-line Counseling: Maximum Impact at Minimum Bandwidth" (K. Collie, D. Mitchell, and L. Murphy); (17) "Technology-Delivered Assessment: Power, Problems, and Promise" (J. Wall); (18) "Getting Counselor Expertise Into a Computer: A Cyberassistant for Students of Brief Counseling" (J. Presbury and J. Marchal); (19) "Cyberspace Education and Lifelong Learning for Professionals: Dangerous Opportunities" (L. Satter, K. Reynolds, G. Bernhardt, and J. Burdshaw); (20) "Technology and the Continuing Education of Professional Counselors" (P. Leary); (21) "On-Line Instruction in Counselor Education: Possibilities, Implications, and Guidelines" (M. Daniels, J. Tyler, and B. Christie); (22) "Cybercounseling and Regulations: Quagmire or Quest?" (R. Hughes); (23) "Cybercounselors v. Cyberpolice" (J. Love); (24) "Understanding the Implications of Distance Learning for Accreditation and Licensure of Counselor Preparation Programs" (C. Bobby and L. Capone, III); (25) "Cyberpaths to Ethical Competence" (E. DuMez); (26) "Summing Up" (G. Walz, et al.); (27) Introducing the "Cybercounseling and Cyberlearning Web Site" (G. Walz and J. Bloom). (ADT)

ED 442 048 CG 030 192

Granello, Paul F.

Historical Context: The Relationship of Computer Technologies and Counseling.

Pub Date—2000-00-00

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Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Information Analyses (070)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computers, Context Effect, *Counseling, Counselor Role, Counselor Training, *History, Internet, Intervention, Management Systems, Supervision, Technology

Identifiers—Online Counseling

There has been a growing relationship between the profession of counseling and computers over the last four decades. The focus in the 1950s and 1960s was on producing programs that could emulate a human therapist and computer-aided instruction. In the 1970s and 1980s computing technology was utilized primarily for counseling intervention and service management as well as counselor education and supervision. However, not until the 1990s has the number of counselors and counselor educators involved with using computers grown to represent the actual adoption of the technology by the profession. In looking to the future, computers will, in all likelihood, continue to have an impact not only on the counseling profession but also in a wider sense on our culture and human identity itself. Counselors are socially sanctioned healers and as such they may have a role that goes beyond simple use of a technology; they may have a role in understanding the impact of that technology on society. Because humans like to apply anthropomorphism to machines, counselors must be careful in the future not to do the reverse and apply mechanomorphism to their clients and students. Perhaps the greatest challenge to the counseling profession will be not only to exploit the benefits of the computer/counseling relationship, but also to advocate for the use of computer technology by the society as a whole in

ways that protect rather than diminish human freedom and dignity. (Contains 38 references.) (MKA)

ED 442 049 CG 030 193

Casey, John A.

Managing Technology Wisely: A New Counselor Competency.

Pub Date—2000-00-00

Note—13p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Information Analyses (070)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Competence, Counseling, *Counselor Role, *Mental Health, Modeling (Psychology), Perception, *Technology

If counseling and guidance professionals are to improve the mental health of individuals and society, then they must carefully examine the relationship between mental health and technology. Healthy management of technological tools may be one of the most critical competencies a counseling professional can model and teach. The purpose of this chapter is not to provide all of the answers but to stimulate the discussion with some relevant perspectives in relation to awareness of technology's benefits and limitations and the growing need to manage technology wisely. In order to help people make choices about their use of technology, counselors must develop awareness of technology's benefits and limitations. The second step is to manage technology wisely. In order to do this individuals should: keep an internal locus of control around the use of technology; choose appropriate technologies wisely; draw boundaries around the use of technology; avoid measuring personal worth on the basis of the skills or competencies of others; and monitor impulse control and the need for immediate gratification and fascination with new technologies. (Contains 14 references and a list of 7 additional resources.) (MKA)

ED 442 050 CG 030 194

Clawson, Thomas W.

Expanding Professions Globally: The United States as a Marketplace for Global Credentialing and Cyberapplications.

Pub Date—2000-00-00

Note—11p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Opinion Papers (120)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Counseling, *Credentials, Foreign Countries, Foreign Workers, *Global Approach

This chapter explores how the United States may become a marketplace for offshore credentialing, therefore expanding the human capital interested in a profession. The counseling profession is used as an example, as counseling lends itself well to cyberapplications. A list of seven historical reasons is given as to why American professions on the whole need education and planned action from those who could make vast gains by establishing professions in the United States. These reasons are meant to stimulate ideas that might lead to bringing professions to this country. An explanation is given of

how globalization of American professions would work. In order to deal with an influx of international workers, two mandates for dealing with the maze of international credentialing are presented. They are: (1) instructing members of the profession with strategies for finding regulations and proper credentials in foreign countries, and in the same view, knowing who to turn to as foreign counterparts; and (2) instructing foreign applicants in how to translate their portfolios into meaningful host-style applications. A three-step checklist for customizing globalization to a profession is provided. (MKA)

ED 442 051

CG 030 195

Harris-Bowlsbey, JoAnn

The Internet: Blessing or Bane for the Counseling Profession?

Pub Date—2000-00-00

Note—12p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: <http://ericass.uncg.edu>.

Pub Type—Opinion Papers (120)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Counseling, *Counseling, Counselor Training, Ethics, Higher Education, *Internet, Research, Standards
Identifiers—Online Counseling

The phenomenal growth in the use of the Internet over the past 5 years has revolutionized work tasks in hundreds of occupations. Counselors must adequately recognize the potential impact of the Internet on counseling and related professions, especially career counseling, and invest the energy necessary to make that impact positive because it appears the impact is inevitable. This chapter examines expectations the counseling profession might have about the Internet phenomenon and looks to the history of computer-based career planning systems for relevant questions they might ask. It also explores the hopes counselors have for the expansion of counseling and guidance services to a large and geographically distributed population in need of services through the use of distance technology. Noted are challenges that should be foremost in counselors' minds. Some of these challenges include the quality of Web sites; interaction with clients "on-line"; and counselors who will work with clients in technology-driven modes. The chapter concludes by proposing several possible ways to take the next steps in developing ethics and standards of quality as well as engaging in new areas of counselor training and research. (MKA)

ED 442 052

CG 030 196

Brown, Duane

The Odyssey of a Technologically Challenged Counselor Educator into Cyberspace.

Pub Date—2000-00-00

Note—16p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: <http://ericass.uncg.edu>.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Faculty, *Computers, *Counselor Training, Distance Education, Higher Education, Internet, *Personal Narratives, *Technology, Teleconferencing, World Wide Web

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: <http://ericass.uncg.edu>.

This chapter discusses a counselor educator's experiences with computer technology from 1982 through late 1999. Initially, this college professor became disenchanted with computer-use, but by 1987 he discovered that a personal computer was of great use to him. In 1996 he began utilizing e-mail and discovering the potential of the Internet as an educational tool. By 1998 he was involved in his university's distance learning and Web-based training initiatives. He also designed a Web-based training course. As a well-versed user of technology, he still believes that much of what counselor educators teach must be taught in person, professor to student, using traditional methods or video conferences, regardless of whether the courses are on or off campus. However, much of the didactic content that counselor educators teach, including counseling and career development theory, measurement theory, social and cultural foundations, and professional issues can be taught just as well using Web-based training courses as well as they can using traditional approaches. This chapter concludes by offering a list of suggestions for counselor educators who are newcomers to web-based training, video conferencing, and distance learning. (MKA)

ED 442 053

CG 030 197

McFadden, John Jencius, Marty

Using Cyberspace To Enhance Counselors' Cultural Transcendence.

Pub Date—2000-00-00

Note—18p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: <http://ericass.uncg.edu>.

Pub Type—Opinion Papers (120)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competence, Counselor Client Relationship, Counselors, Cultural Pluralism, Electronic Mail, Internet, Models, Technology, World Wide Web

Identifiers—Chat Rooms, *Cyberspace, Multicultural Counseling

This chapter provides direction in how to add the tool of cyberspace technology to the mental health professional's repertoire of skills. The first suggestion is that mental health professionals need to aspire to be a model for others. Before they can model appropriate use of technology to help in understanding cultures, they need to understand it and practice it themselves. The second suggestion is that mental health professionals should enter cyberspace with a framework by which to understand cultures. The stylistic model presented in this chapter provides a framework by which to organize cultural information in cyberspace. Once such a cultural framework is used, cyberspace can be explored using the systematic process described in this chapter, moving from time- and place-dependent strategies to time- and place-independent strategies. A third suggestion is that health care professionals should keep both feet planted firmly in midair. Cyberspace is a new and fluid environment. Use of scholarly skepticism will aid in discerning the worthy material found on the Internet. A final suggestion is that health care professionals should seek the support of colleagues and work cooperatively with other professionals who are exploring the mixing of these two paradigms, cyberspace and culture. Cyberspace provides tools to do such cultural collaboration with colleagues on a worldwide platform. (Contains 24 references.) (MKA)

ED 442 054

CG 030 198

Lee, Courtland C.

Cybercounseling and Empowerment: Bridging the Digital Divide.

Pub Date—2000-00-00

Note—10p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: <http://ericass.uncg.edu>.

Pub Type—Opinion Papers (120)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Information, Advocacy, Community Involvement, *Counseling, *Counselor Role, Education, Empowerment, Ethics, Guidelines, *Internet, Lobbying, Socioeconomic Status, *Technology

Identifiers—*Access to Computers, *Online Counseling

As helping professions enter the 21st century and nascent network technologies realize their full potential as therapeutic and educational modalities, it is an ethical and moral imperative that the digital divide be bridged. It is important that those in counseling and related fields take active steps to ensure that cybercounseling is available to all clients regardless of their social or economic status. The following four guidelines focus on this goal. First, counselors should conduct an audit of their community, assess where the digital divide exists, and investigate who has limited or no computer access. Then, counselors should form consultative relationships with key players in their community who could partner with each other to make technology hardware and software available to those with limited access. When necessary and appropriate, counselors should help clients develop competencies necessary to take advantage of cybercounseling. Finally, counselors should advocate at all levels of government to raise awareness and increase legislative involvement to ensure that crucial network technology is available to all. The issues of access and privilege that have traditionally divided the client populations into the "haves" and the "have nots" must not be allowed to stifle the vast clinical and educational potential of network technology. All people who seek help, regardless of their demographic realities, should be able to find the on-ramp to the information superhighway. (Contains 10 references.) (MKA)

ED 442 055

CG 030 199

Gary, Juneau Mahan Remolino, Linda

Coping with Loss and Grief through On-Line Support Groups.

Pub Date—2000-00-00

Note—20p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: <http://ericass.uncg.edu>.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Coping, *Grief, Internet, *Social Support Groups

Identifiers—*Chat Rooms, Online Counseling

On-line support groups provide an alternative to traditional support groups by linking grieving people who seek support, especially if support is not available in their local community. Furthermore, these groups can reduce the sense of isolation caused by geographical or physical/medical constraints and increase feelings of validations. Although preliminary research suggests positive effects, on-line support groups are not appropriate

for everyone and should not be considered a panacea. This chapter examines the grief and healing process. It discusses the on-line support groups available to ease the grieving and healing process. Then one such support group is examined. Discussions of the ability to provide immediate responses to traumatic events as well as other benefits and limitations of on-line support groups conclude this chapter. (Contains 19 references.) (MKA)

ED 442 056 CG 030 200
Refvem, Joanna Plante, Jean C. Osborne, W. Larry
Interactive Career Counseling in Middle and Secondary Schools: Integrating the Use of the Internet into School Career Development Programs.

Pub Date—2000-00-00

Note—15p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: <http://ericcass.uncg.edu>.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Career Development, Career Planning, Counselor Role, High Schools, *Internet, Middle Schools, Resources, School Counselors, Secondary Education

There is no question that professionals and students need help in the process of gathering, deciphering, and then utilizing career information. As we enter the 21st century, school counselors are in a significant position to access and facilitate use of all sorts of career information, and they must be technically prepared to orient students, teachers, and parents to vast opportunities that the future holds. This chapter discusses the current state of career planning with a focus on adolescent career exploration and current resources in use. It then describes Career Explore, an interactive program that uses the Internet, and its implementation in middle and high schools throughout North Carolina. An appendix lists helpful web sites for finding career information. (Contains 11 references.) (MKA)

ED 442 057 CG 030 201
Altekruse, Michael K. Brew, Leah

Using the Web for Distance Learning.

Pub Date—2000-00-00

Note—14p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: <http://ericcass.uncg.edu>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Counselor Training, *Distance Education, Higher Education, *World Wide Web Identifiers—Course Development, *Web Based Training

This chapter explores the pros and cons of Web-based instruction following the University of North Texas' decision to offer counseling courses on the Web. It seems that the most frequent arguments for Web-based instruction are its ability to reach students and its potential for course enrichment. The practice of providing live instruction on the Web that can be accessed by the student later for study also has great potential, and using the Web to access current resources is cited as one of the greatest

advantages of the Web for instruction. However, there are drawbacks to Web-based instruction. There is nothing like live contact in counseling courses. The need for the counseling instructor to listen to verbal responses while assessing nonverbal responses has not been duplicated in Web courses. For counselor education, Web-based instruction will probably be second best to live instruction. This chapter also discusses developing Web courses. Issues covered include policies affecting Web course development and recommendations for preparing to develop a Web course. (MKA)

ED 442 058 CG 030 202
Peterson, Marla

Electronic Delivery of Career Development University Courses.

Pub Date—2000-00-00

Note—18p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: <http://ericcass.uncg.edu>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Development, *Counselor Training, *Distance Education, *Higher Education, Internet, Research, Technology Identifiers—*Web Based Training

This chapter explores the use of Web-based instruction to teach career development courses to counseling students. First it describes both near-term and long-term possibilities for electronic syllabus development. Discussion of the near-term possibilities includes a brief overview of student areas and key instructor areas as well as course examples. Then the chapter examines how two recent studies on distance education may guide a prudent use of technology. The first study, "What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education," found that research: (1) tends to emphasize student outcomes for individual courses rather than for a total academic program; (2) does not take into account differences among students; (3) does not adequately explain why the dropout rates of distance learners are higher; (4) does not take into consideration how the different learning styles of students relate to the use of technology; (5) focuses mostly on the impact of individual technologies, rather than on the interaction of multiple technologies; (6) does not include a theoretical or conceptual framework; and (7) does not adequately address the effectiveness of digital libraries. The second study, "The Virtual University & Educational Opportunity," recommends placing access at the core of systems design; keeping the promise of technology in perspective; learning from the distance learning pioneers; taking action to narrow the digital divide; and monitoring progress toward equal access. (MKA)

ED 442 059 CG 030 203
Waltz, Garry R. Reedy, L. Star

The International Career Development Library: The Use of Virtual Libraries To Promote Counselor Learning.

Pub Date—2000-00-00

Note—11p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: <http://ericcass.uncg.edu>.

ericcass.uncg.edu.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Development, Counselors, *Electronic Libraries, *World Wide Web

This chapter discusses the development of virtual libraries by the ERIC Clearinghouse for Counseling and Student Services (ERIC/CASS). The International Career Development Library (ICDL) is discussed in detail and the features of the ICDL are described. These features include: the Search feature, providing access to the ICDL database via a customized search engine; Papers and Commentary, which serves as an on-line forum for presenting and discussing information and ideas of interest to career specialists; Reference Room, providing a comprehensive list of links to career-related resources beyond the virtual library; the Training Center, featuring an on-line training registry of instructors prepared to offer training in career-related programs; Member Services, containing the ICDL Library Card that provides special privileges and access to select library features; the Document Submission section, which welcomes materials of interest to practitioners in career counseling and guidance, educators, researchers, librarians, and others working in the field of career and workforce development; and the What's New section, highlighting information that is new and noteworthy. The plans for the future development of this virtual library are also described. (MKA)

ED 442 060 CG 030 204
Lewis, Jacqueline Coursol, Diane Hering-Wahl, Kay

Electronic Portfolios in Counselor Education.

Pub Date—2000-00-00

Note—14p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: <http://ericcass.uncg.edu>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Counselor Training, Curriculum Development, Graduate Students, Higher Education, Models, Skills, *Technology Identifiers—*Electronic Portfolios

An electronic portfolio is a collection of selected documents that illustrate an individual's competencies, skills, and accomplishments in a consolidated technological format. Like the traditional portfolio, counselors can use an electronic portfolio to document their professional skills and progress for supervisors, record their professional development, and emphasize specific skill areas for potential employers. This chapter describes the concept, applications, development, and technological requirements for electronic portfolio development. It then discusses a model for infusing an electronic portfolio project into a graduate curriculum to prepare counselors to work more effectively. This chapter also examines implications of electronic portfolios for learning and for the new millennium. An appendix provides a list of Web sites that have information about the electronic portfolio process. (Contains 17 references.) (MKA)

ED 442 061 CG 030 205
Jencius, Marty Baltimore, Michael

Professional Publication in Cyberspace: Guidelines and Resources for Counselors Entering a New Paradigm.

Pub Date—2000-00-00

Note—16p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA

22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Information Analyses (070)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Counselors, Electronic Journals, Electronic Publishing, Guidelines, *Internet, Models, Periodicals, Resources, *Scholarly Writing, *Writing for Publication

The advent of a new era in publishing has begun. The reach and scope of publishing on the Web are not known but challenge scholarly authors in unexpected ways. The impact of this new medium on the traditional paper-based publishing is also not known. It is predicted that the transition to cyberpublishing will generate much discussion and lead authors in new directions for writing and publishing, and even affect changes in the research process itself. Neither the hypermedia journal (h-journal) on the Internet nor the traditional printed journal articles will become extinct. This chapter first discusses scholarly publications on the Internet, comparing on-line publication and traditional journals, as well as describing the movement toward acceptance of authoring on-line. The chapter then considers the format and design of h-journals, providing a description of a prototype and suggestions for authors writing in cyberspace. (Contains 23 references.) (MKA)

ED 442 062

CG 030 206

Day, Susan X. Schneider, Paul

The Subjective Experiences of Therapists in Face-to-Face, Video, and Audio Sessions.

Pub Date—2000-00-00

Note—17p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Reports - Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Audiovisual Communications, *Counselors, Internet, Perception, *Psychotherapy, *Teleconferencing

Identifiers—Online Counseling, *Video Teleconferencing

Most psychotherapists hold preconceptions about what it could be like to deliver services using distance technology. Reactions to distance technology in counseling have been governed by guesses rather than by experience or research. However, a recent teletherapy project has provided insight into how remote systems of treatment actually are perceived. This chapter first describes how the project, the Telehealth Project, was set up and implemented, and then examines six themes that emerged from analyses of the comments of participating therapists. Findings strongly suggest that technologically mediated treatment may be a substitute for, and in some cases an improvement upon, traditional face-to-face therapy. No insurmountable barriers were found. Adaptability of both clients and therapists was impressive. Implications for clinical training and practice are briefly explored. Further research is needed on the best ways to train clinicians and work around the problems distance therapy presents. With the proper support and consultation, the well-trained practitioner already holds the tools needed to send his/her touch through cyberspace. (MKA)

ED 442 063

CG 030 207

Collie, Katharine R. Mitchell, Dan Murphy,

Lawrence

Skills for On-Line Counseling: Maximum Impact at Minimum Bandwidth.

Pub Date—2000-00-00

Note—19p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Counseling, Counselors, *Electronic Mail, Internet, Interviews, *Job Skills, *Technology

Identifiers—*Online Counseling

In July and August of 1999 Katharine Collie conducted an interview with Dan Mitchell and Lawrence Murphy on the topic of on-line counseling skills. The interview was done by e-mail so that Mitchell and Murphy could simultaneously demonstrate skills that they use in their e-mail counseling practice. This article contains a brief introduction that outlines the context for the interview, introduces the people involved in the interview, and highlights the key concepts that underlie the discussion. Those concepts include: using narrative and solution-focused therapy within on-line counseling; dealing with the lack of nonverbal cues; using emotional bracketing; providing descriptive immediacy, a concept that deepens the connection between counselor and client; and utilizing metaphorical language for meaning enhancement. A reproduction of the interview is provided. (Contains 11 references.) (MKA)

ED 442 064

CG 030 208

Wall, Janet E.

Technology-Delivered Assessment: Power, Problems, and Promise.

Pub Date—2000-00-00

Note—16p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Opinion Papers (120)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computers, *Counseling, Elementary Secondary Education, *Evaluation, Internet, Standards, *Technology, Testing

One role of counselors and educators is to use assessment in the service of students and clients. Under the right conditions and with proper use, using technology to foster assessment is a great way to go. This chapter focuses on the use of technology as a tool for testing and assessment. It emphasizes that to make proper use of technology tools, savvy counselors and educators need to: (1) understand the advantages and pitfalls of technology use, particularly as they relate to the use of assessment tools with clients and students; (2) follow the assessment standards and policies of applicable professional association; (3) use the best practices suggested in this chapter to better assure good service to their clientele; and (4) stay updated on topics related to assessment and technology. The chapter presents cautions and capabilities related to the use of technology with assessment. Standards and policies on assessment that have been prepared and endorsed by professional associations and organizations are provided, and various guidelines are outlined so

that technology can be used with quality assessments for the purpose of aiding individuals in reaching for their goals and aspirations. The chapter also suggests ways of staying current within the field of assessment, particularly as it relates to technology. (MKA)

ED 442 065

CG 030 209

Presbury, Jack Marchal, Joe

Getting Counselor Expertise into a Computer: A Cyberassistant for Students of Brief Counseling.

Pub Date—2000-00-00

Note—20p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algorithms, Artificial Intelligence, *Computers, Counseling, *Counselor Training, *Counselors, Cybernetics, Technology

Identifiers—*Brief Therapy

The brief therapy approach to counseling was born in the post-World War II cybernetics movement. The shift from a problem focus to a solution focus altered the way in which counselors approached helping clients out of their inflexible cognitive representations. Alongside this evolution in psychotherapy were the growth of research in artificial intelligence and the early success of expert system programs. Because the resolution counseling approach is systematic, it lends itself to the enterprise of creating an expert system that could serve as a coach or assistant for novice counselors. In attempting to make each counseling step in a first session practice enough to fit the if-then rules of an expert computer system, this chapter's authors made resolution counseling more explicit and, therefore, more understandable. As a result of this project, this chapter's authors learned that it was possible to represent brief counseling in a computer for training purposes and that, in doing so, they arrived at a much fuller understanding and a more efficient practice of resolution counseling. This chapter recommends that counselors who are interested in having greater access to what they are actually doing moment to moment in a counseling session obtain a piece of expert system software and work with a colleague who can serve as a knowledge engineer. Through the knowledge elicitation process, the counselor could make explicit his or her own expertise. The expert system used in this chapter was EXSYS Professional by Multilogic, Inc. (Contains 15 references.) (MKA)

ED 442 066

CG 030 210

Sattem, Linda Reynolds, Kathryn Bernhardt, Gregory R. Burdeshaw, Jean R.

Cyberspace Education and Lifelong Learning for Professionals: Dangerous Opportunities.

Pub Date—2000-00-00

Note—17p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

cass.uncg.edu.

Pub Type—Opinion Papers (120)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business, Distance Education, Human Services, *Lifelong Learning, Resources, Technology

Identifiers—*Cyberspace

Rapidly advancing technology presents challenges in the education of helping professionals. With these challenges come limitless opportunities. Using technology, professionals reach more people, individualize therapeutic approaches, access more resources, and support different learning styles. And they become lifelong learners themselves as they develop new skills and methods of interacting with clients and colleagues alike. But dangers abound, the biggest being missed opportunities. Competent professionals must take the lead in implementing technologies that save time and make work more productive. They can use roadmaps created by a variety of professions. This chapter supplies illustrations incorporating technology in instruction and development with examples drawn from medicine, business, psychology, education, and counseling. Specific recommendations, based on sound theoretical practice, case studies, and actual experiences in counseling, are examined. Action strategies revolve around critical issues of time, funding, ownership, recognition, promotion, accreditation and profession development needs. Specifically they include utilizing available resources, adapting existing on-line and distance learning resources, focusing on the individual learner, and utilizing the technology continuum. (Contains 52 references.) (MKA)

ED 442 067

CG 030 211

Leary, Pamela S.

Technology and the Continuing Education of Professional Counselors.

Pub Date—2000-00-00

Note—13p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Fergusson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Counselor, Training, Guidelines, Home Study, *Professional Development, *Technology, World Wide Web

Identifiers—Web Based Training

The counseling profession is at the beginning of a growing trend to utilize computer technology for a widening variety of needs. One of the most important needs is for the delivery of accessible and affordable continuing education. Another need is for more on-line continuing education programs on a wider variety of topics. Transmission and storage of continuing education credits are also areas of need that are currently not being widely addressed. Increasing use of the Internet for continuing education purposes will not diminish the need for live conferences and training but may alter their format to accommodate the need for Internet transmission. This chapter first discusses the history and trends in continuing education in the counseling profession, focusing on home study programs with particular attention to Web-based continuing education. Web sites are then listed and briefly reviewed. Recommendations for those developing continuing education related programs and services are provided. Guidelines for creating continuing education programs on the Internet include surfing to determine what is currently being offered, clear identification, and simple instruction and navigation. Guidelines for continuing education services such as credit storage banks include researching for similar services, carefully gauging financial and staff

resources, and getting expert advice on future trends. (MKA)

ED 442 068

CG 030 212

Daniels, M. Harry Tyler, J. Michael Christie, B. Scott

On-Line Instruction in Counselor Education:

Possibilities, Implications, and Guidelines.

Pub Date—2000-00-00

Note—17p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Fergusson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Guides - General (050)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Counselor Training, Curriculum Development, *Guidelines, Higher Education, *Standards, World Wide Web

Identifiers—*Online Courses

The transition from face-to-face to on-line instruction illustrates the need for guidelines that can be used to guide the development of courses that will be substantially equivalent to traditional instruction. In 1999 the American Counseling Association approved 27 standards for informing counselor educators of critical issues that require careful consideration of on-line courses. The complete approved standards are represented in this chapter along with brief discussions to help counselor educators and others understand the intentions of the authors and contributors and to further promote quality practice in counselor education. The standards address the issues of: course quality, course content/objectives, instructional support, faculty qualifications, instructor/course evaluation, technological standards, and grievance procedures. Concerns related to guideline implementation and on-line course design are also presented. As more becomes known about on-line instruction and what does and does not work for students in counseling programs, or as technological advances enhance the quality of and possibilities for on-line instruction, it will be important to revisit and modify these guidelines. (Contains 16 references.) (MKA)

ED 442 069

CG 030 213

Hughes, Rosemarie Scotti

Cybercounseling and Regulations: Quagmire or Quest?

Pub Date—2000-00-00

Note—19p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Fergusson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Certification, *Counseling, Distance Education, Ethics, Guidelines, State Regulation

Identifiers—*Online Counseling, Telemedicine

Regulation of on-line counseling is a complex issue. In telemedicine, some have advocated an international worldwide license. The hurdles are many, such as accommodating the variety of educational standards and legal codes, not to mention determining who will administer this license. It seems that a start might be national counselor certification in cybercounseling, with states accepting that certificate and thus allowing their already

licensed counselors to participate in cybercounseling, with the counselor subject to the jurisdiction of the state of license. This chapter discusses the field of telemedicine and its implications for cybercounseling. It then explores central ethical issues in cybercounseling, such as whether or not cybercounseling is really counseling, truth in advertising, confidentiality, duty to warn, competence, and dual relationships. The chapter also discusses current guidelines, distance education, and licensure as they relate to state regulation of cybercounseling. Finally, strategies for the future are explored. These strategies involve underserved populations, state Web sites, professional associations, supplemental cybercounseling, and malpractice insurance. To change the quagmire of cybercounseling into a quest will require risk takers who are willing to be forward thinkers, to embrace technology as having the possibility to positively affect the profession, and thus to bring well-being to a greater number of people. (Contains 37 references.) (MKA)

ED 442 070

CG 030 214

Love, Jeffrey S.

Cybercounselors v. Cyberpolice.

Pub Date—2000-00-00

Note—23p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Fergusson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericass@uncg.edu; Web site: http://ericass.uncg.edu.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Certification, Counseling, *Counselors, Court Litigation, Law Enforcement, *State Regulation

Identifiers—*Online Counseling

The future of cybercounseling will be greatly affected by state efforts to regulate it. Cybercounseling will probably be found by some courts to violate state licensing laws. The risk of prosecution under those laws is substantial and undoubtedly has already stunted the growth of cybercounseling in the United States. Few, if any, state licensing laws expressly address on-line counseling, so arguments can be made that state laws currently do not prohibit it. These arguments may succeed in some states, and will be helped by carefully worded legal disclaimers and descriptions of services on cybercounselors' Web sites. The following three possible defenses for cybercounselors are discussed in this chapter: (1) the counselor and the client agreed that the services were not subject to the licensing laws of the client's state; (2) the client's state has no right to arrest and extradite a counselor who was physically in another state at the time the services were provided; (3) cybercounselors may also be able to defend themselves from charges of practicing without a license by raising a free speech defense. This chapter also provides recommendations for cybercounselors practicing interstate. (Contains 18 notes.) (MKA)

ED 442 071

CG 030 215

Bobby, Carol L. Capone, Lucien III

Understanding the Implications of Distance

Learning for Accreditation and Licensure of Counselors Preparation Programs.

Pub Date—2000-00-00

Note—18p.; In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Fergusson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-

mail: ericcass@uncg.edu; Web site: <http://ericcass.uncg.edu>.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), *Certification, *Counselor Training, *Distance Education, Evaluation, Higher Education, Outcomes of Education, State Regulation

Because the paradigm for delivery of higher education is shifting so markedly in the distance learning environment, accreditors and licensure authorities will face new challenges in determining what constitutes quality education. Standards that have traditionally quantified inputs are slowly being altered to measure student learning outcomes. Knowing where, when, and how to alter standards is not always easy. Accreditors and licensing authorities have had little time to prepare for changes or to define what constitutes good practices and standards when examining distance learning programs. However, it is imperative that they begin to work together immediately to create a quality assurance system that is relevant to new learning environments and protective of the public's interest. This chapter first explores basic definitions of distance learning, accreditation and licensure, and outcomes assessment. It then addresses the question of how accreditation and licensure of educational programs will have to change. It also provides the following recommendations to insure that accreditation remains relevant: (1) review and rewrite accreditation standards to make them outcomes versus inputs oriented; (2) educate the public on what questions are being asked to evaluate quality educational offerings in the new learning paradigm; and (3) reduce duplication of effort of educational programs by encouraging cooperation between and among accrediting agencies and licensing authorities. (Contains 25 references.) (MKA)

ED 442 072 CG 030 216

DuMez, Elizabeth

Cyberpaths to Ethical Competence.

Pub Date—2000-00-00

Note—24p. In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: <http://ericcass.uncg.edu>.

Pub Type—Information Analyses (070)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competence, *Consultation Programs, Decision Making, *Ethics, *Internet, Models

Identifiers—Cyberspace

Reverberating aspirations in the unfolding dimensions of cyberspace are our inevitable future. Being a professional practitioner requires a good deal of wisdom, a necessity in weighing and choosing among the inevitable choices one's practice presents. The steps along a path to wisdom, according to B. L. Visotaky, require exposure to varying opinions, debate, and discussion. In the midst of our frenetic workdays, we must all afford the luxury of thoughtful discourse on difficult issues. This chapter first considers a conceptual floor for ethics consultation on the Internet and discusses directions and detours as well as redressing ethical infractions. It then provides examples and innovations in ethics consultation, describes anticipated perils and advantages, and presents frameworks for decision making. Two appendices are provided. The first contains vignettes of ethical dilemmas and the second contains other questions for decision making. (Contains 22 references.) (MKA)

ED 442 073

Waltz, Garry R.

Summing Up.

Pub Date—2000-00-00

Note—10p. With contributions from John W. Bloom, James Sampson, Wayne Lanning, and Robert Chapman. In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: <http://ericcass.uncg.edu>.

Pub Type—Information Analyses (070)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Counselor Role, *Distance Education, Internet

Identifiers—*Online Counseling

Cybercounseling is an idea whose time has come, but counselors are not yet ready to say with conviction what it really is or how it should be employed. Counselors need continued interest and enthusiasm for its use, but for now, they should be experimental. The Internet will play an increasing role in how persons learn and behave. Counselors need to take greater responsibility for insuring that they hone their Internet learning skills and become sharp learners, not dull ones. The augmentation of traditional counseling with different cybercounseling features will benefit the efficacy of present day counseling and contribute to increasing the experience and research base of knowledge regarding the efficacy of cybercounseling and its different features. Insuring that all clients are skilled in information searching is the greatest gift of all. It is a skill that can be acquired irrespective of age, gender, race, or finances. Counselors should make it a critical priority in their counseling. Counselors should be known for what they bring about and not what they are called, the processes they use, or the standards they abide by. Cybercounseling and cyberlearning go together and are mutually reinforcing. They are a seamless process, one that appropriately expands the counseling field. In practice, it means a broader playing field with more opportunities for the counselor to score. Even a minimal listing of the present and potential benefits of cybercounseling suggests that it is much more than a passing fad. The existing support structures for cybercounseling suggest that the actual form it will take will very likely be with us in the future. (MKA)

ED 442 074

Waltz, Garry R. Bloom, John W.

Introducing the "Cybercounseling and Cyberlearning" Web Site (cybercounsel.uncg.edu).
Pub Date—2000-00-00

Note—5p. In: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*; see CG 030 191.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300 (\$29.95). Also available through ERIC Clearinghouse on Counseling and Student Services, University of North Carolina at Greensboro, 201 Ferguson Building, P.O. Box 26171, Greensboro, NC 27402-6171; Tel: 800-414-9769 (Toll Free); Fax: 336-334-4116; e-mail: ericcass@uncg.edu; Web site: <http://ericcass.uncg.edu>.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Counseling, Competence, Counselor Training, Mentors, National Surveys, Supervision, Technology, *World Wide Web

Identifiers—Electronic Portfolios, *Online Counseling, Web Based Training

This chapter introduces the "Cybercounseling and Cyberlearning" Web site. It includes a brief description of the following chapters contained in

CG 030 217

the Web site: (1) "Cybersupervision: Close Encounters in the New Millennium" (D. Coursol and J. Lewis); (2) "Theoretical Tenets of Cybersupervision: Implications and Outcomes" (B. S. Christie); (3) "From a Bug in the Ear to a Byte in the Eye" (H. L. Schnieders and A. C. Ralph); (4) "Development of Web-Based Counselor Education" (R. Slencak); (5) "Internet Counseling over the Internet: Benefits and Challenges in the Use of New Technologies" (R. J. Sussman); (6) "A Career Educational Web Site: Cyberspatial Snapshot" (M. Verhoeve); (7) "Career Cybercounseling: Ripples on the Global Pond" (M. Verhoeve); (8) "Electronic Counseling Portfolios: Simple and Effective" (T. J. Keller); (9) "Technology Competence in Counselors Education: Results of a National Survey" (J. Myers and D. Gibson); and (10) "Mentoring without Walls: Using Cyberspace to Enhance Student-Faculty Guidance" (J. L. Hart). (MKA)

CS

ED 442 075

CS 013 960

Reutzel, D. Ray Cooter, Robert B., Jr.

Teaching Children to Read: Putting the Pieces Together. Third Edition.

Report No.—ISBN-0-13-099835-4

Pub Date—2000-00-00

Note—654p. For a companion Web site, see <http://www.prenhall.com/bookbind/pubbooks/reutzel/>.

Available from—Order Processing, Merrill, an imprint of Prentice Hall, P.O. Box 11071, Des Moines, IA 50336-1071 (\$73). Web site: <http://www.prenhall.com/search.html>.

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Basal Reading, Classroom Environment, Elementary Education, Emergent Literacy, Reading Comprehension, *Reading Instruction, Student Evaluation, *Teaching Methods, Vocabulary Development, *Writing Instruction

Identifiers—*Balanced Reading Instruction

Suggesting the need for balanced reading and writing instruction, this book is a compendium of many of the best teaching ideas presently available to reading professionals. The first part of the book addresses the research and practice related to understanding and supporting literacy development, and the second part "puts it all together." Chapters in the book are: (1) Reading Instruction: Making the Transition to a Balanced Perspective; (2) Understanding Reading: The Theoretical Roots of Instruction; (3) Emergent Literacy: Understanding the Literacy Development of Young Children; (4) Basal Readers: Determining How to Use Basals Effectively; (5) From Basals to Books: Making the Transition; (6) Reading Comprehension: Focusing on Instruction; (7) Acquiring Vocabulary: Words for Reading and Writing; (8) Decoding Skills: Identifying Words in Print; (9) Literacy Environments: Designing Classrooms That Promote Literacy; (10) Assessment: Determining Students' Progress in Literacy; (11) The Early Years: Reading and Writing in Grades K-2; (12) The Elementary Years: Reading and Writing in Grades 3-5; and (13) Middle School: Reading and Writing in Grades 6-8. Appendices contain a list of balanced literacy resources for teachers; selected resources for teachers; milestones for literacy learning in grades K-3; and a blank miscue grid. (RS)

ED 442 076

CS 013 971

Maguiness, Colleen

Show Us How: A School-Wide Programme for Reluctant Readers.

Pub Date—1999-00-00

Note—7p. Paper presented at the Biennial Conference of the International Federation for the Teaching of English (University of Warwick, England, UK, July 7-10, 1999).

Available from—Web site: <http://www.nyu.edu/>

education/teachlearn/ife/maguin.htm.
Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Diversity (Student), Foreign Countries, Inner City, Locus of Control, *Reading Programs, Reading Research, Secondary Education, *Student Attitudes, *Sustained Silent Reading

Identifiers—New Zealand, Problem Based Methodology (Robinson), *Reluctant Readers

Western Springs College in Auckland, New Zealand is an inner city coeducational secondary school of 670 multicultural and diverse students. Achievement test results in reading comprehension and vocabulary grouped students at the top and bottom of the scale. Reading was identified as a significant barrier to learning and in 1997 staff agreed to begin sustained silent reading (SSR) in conjunction with a peer reading program for those students who needed support. The aim was to establish communities of readers. The program took place in vertical form time with the form tutor—vertical forms are made up of students from year 9 to year 13. Ethnic groups are organized into the same form: Maori, Samoan, Cook Island, Tongan, Niuean, and Japanese. To find out what students thought about SSR and why a growing number were reluctant readers, a research project was carried out using problem-based methodology developed by Robinson (1993). Selected students were interviewed, and practices, reading behaviors, and constraints were summarized for each student, who was then classified as a reluctant reader or a reader. The readers were focused on the material and clear about their preferences and selections; they were intrinsically motivated. The eight reluctant readers read for less than 10 minutes out of the 20-minute reading session. Reluctant readers focused on the external locus of control. They were not ready to fulfill the model of SSR where the locus of control was on the student—they needed support. (Contains a 12-item bibliography.) (NKA)

ED 442 077

CS 013 972

Ediger, Marlow

Diagnosis in Reading, What Direction?

Pub Date—2000-00-00

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Basal Reading, Educational Trends, Elementary Education, Initial Teaching Alphabet, Phonics, Reading Achievement, *Reading Diagnosis, Remedial Reading

This paper discusses and recommends diagnosis and remediation procedures in teaching pupils in the area of reading. The first section of the paper addresses diagnostic emphasis in reading and discusses individualized reading, experience charts, and 5 recommendations for teaching phonics. The next section discusses basal readers, argues that good reading teachers need to use the basal reader in a satisfying way whereby all pupils achieve as optimally as possible and lists 10 achievement goals for teachers using basal readers. The paper then briefly describes traditional linguistic approaches in teaching reading as advocated by Leonard Bloomfield and Charles Fries. It also discusses the initial teaching alphabet and the use of rebus in basal reading series, where illustrations take the place of complex words that pupils usually could not identify. The paper concludes that diagnosis and remediation in reading are needed for pupils to make continuous and sequential progress. (RS)

ED 442 078

CS 013 973

Ediger, Marlow

Reading, Portfolios, and the Pupil.

Pub Date—2000-00-00

Note—11p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, Performance Based Assessment, *Portfolio Assessment, Student Evaluation

Students individually or in committees with teacher guidance need to develop a portfolio to indi-

cate the quality of school work that has been accomplished. Student portfolios are a purposeful collection of work that illustrates the students' efforts, progress, and achievement in given areas. Portfolios provide ongoing and authentic records of student performance that enable: (1) students to reflect upon and articulate their own progress; (2) teachers to tailor instruction to the students' strengths and needs and to use the students' work as the basis for instructional planning; (3) parents to gain greater insight into their children's learning; and (4) administrators and policymakers to base decisions about student achievement on authentic and meaningful information. The development and use of portfolios should be a way for pupils to reflect upon their progress and work toward higher achievement levels. (Contains 10 references.) (RS)

ED 442 079

CS 013 974

Readence, John E. Moore, David W. Rickelman, Robert J.

Prereading Activities for Content Area Reading and Learning, Third Edition.

International Reading Association, Newark, DE.

Report No.—ISBN-0-87207-261-4

Pub Date—2000-00-00

Note—127p.

Available from—Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (\$15.95).

Web site: <http://www.reading.org>.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Adolescents, *Content Area Reading, Instructional Effectiveness, *Learning Strategies, *Reading Comprehension, *Reading Readiness, Secondary Education

Identifiers—*Prereading Activities, Prereading Exercises, Prereading Skills

Research has informed educators about the value of preparing students for reading in the content areas, but how do teachers bring the complicated task of planning effective prereading activities that maximize their students' learning? This book provides practical activities that promote the learning of adolescents in their daily work in content classrooms. This third edition of the book differs from the second edition in two significant ways. First, it contains updated material that reflects the most recent information that has been revealed about prereading activities, and second, it concludes with a new chapter that addresses the nuances of selecting, combining, and using prereading activities across lessons and units. Other chapters offer valuable strategies for asking and answering questions before reading, forecasting passages, understanding vocabulary, graphically representing information, and writing before reading. The wealth of strategies and the expanded reference list offered in the book will help teachers make printed materials in all content areas understandable and interesting to students. (NKA)

ED 442 080

CS 013 975

Robinson, Richard D., Ed.

Historical Sources in U.S. Reading Education, 1900-1970: An Annotated Bibliography.

International Reading Association, Newark, DE.

Report No.—ISBN-0-87207-271-1

Pub Date—2000-00-00

Note—100p.

Available from—Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (\$17.95).

Web site: <http://www.reading.org>.

Pub Type—Historical Materials (060) — Reference

Materials - Bibliographies (131)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Educational History, Elementary Secondary Education, Higher Education, *Reading, *Reading Instruction, *Reading Research, Writing (Composition)

Identifiers—*Professional Literature

The teaching of reading today is based on a rich historical legacy, and although teaching methods and materials of the past frequently differed from those of today, there are still threads and themes

that have been evident in reading education since the earliest days. This annotated bibliography celebrates the rich history of professional literature that today's reading educators have inherited. The bibliography, divided into 15 sections, spans more than 70 years of reading research and includes works selected as the most useful and relevant to those interested in the history of reading. Sections in the bibliography are: (1) General Works in Reading; (2) Summaries of Reading Research; (3) Reading Paradigms, Perception, and Word Recognition; (4) Oral and Silent Reading; (5) Vocabulary and Comprehension; (6) Readability and Legibility of Text; (7) Readiness; (8) Reading Disabilities and Remediation; (9) Reading Assessment; (10) Texts for Reading Instruction; (11) Professional References Related to the Teaching of Reading; (12) Reading Educators; (13) Writing; (14) Historical Dissertations in Reading Education; and (15) Yearbooks and Organizations of Interest to Reading Educators. (NKA)

ED 442 081

CS 013 976

Making a Difference Means Making It Different: Honoring Children's Rights to Excellent Reading Instruction.

International Reading Association, Newark, DE.

Pub Date—2000-00-00

Note—25p.

Available from—Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (\$8). For full text: <http://www.reading.org/advocacy/policies/MADMMMD.pdf>.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Children's Rights, Classroom Environment, Elementary Secondary Education, Instructional Effectiveness, *Literacy, Position Papers, *Reading Instruction, *Student Needs, Teacher Role

Identifiers—*International Reading Association

All children must receive the excellent instruction and support they need to learn to read and write. In this position statement, the International Reading Association reviews the challenges the schools face and outlines support children need to become competent readers and writers. The statement pinpoints 10 principles which provide a means for evaluating current policy and classroom practice, and a direction for change where it is necessary: (1) Children have a right to appropriate early reading instruction based on individual needs; (2) Children have a right to reading instruction that builds both skills and the desire to read increasingly complex materials; (3) Children have a right to well-prepared teachers who keep their skills up to date through professional development; (4) Children have a right to access a wide variety of books and reading material in classroom, school, and community libraries; (5) Children have a right to reading assessment that identifies their strengths and their needs and involves them in making decisions about their learning; (6) Children who are struggling with reading have a right to receive intensive instruction from professionals specifically prepared to teach reading; (7) Children have a right to reading instruction that involves parents and communities in their academic lives; (8) Children have a right to reading instruction that makes meaningful use of their first language skills; (9) Children have the right to equal access to the technology used for the improvement of reading instruction; and (10) Children have the right to classrooms that optimize learning opportunities. (NKA)

ED 442 082

CS 013 996

Johns, Jerry L. Lenski, Susan Davis Elish-Piper, Laurie

Early Literacy Assessments & Teaching Strategies.

Report No.—ISBN-0-7872-5619-6

Pub Date—1999-00-00

Note—277p.

Available from—Kendall/Hunt Publishing Co., 4050 Westmark Drive, P.O. Box 1840, Dubuque, Iowa 52004-1840 (\$26.95). Tel: 800-228-0810 (Toll Free). Web site: <http://www.kendall-hunt.com>

hunt.com/.

Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Early Childhood Education, *Emergent Literacy, *Evaluation Methods, Reading Instruction, Reading Tests, *Teaching Methods, Writing Instruction, Writing Tests

The purpose of this book is to assist teachers as they work with emergent readers and writers—children who are in the early stages of reading and writing development, typically in preschool through grade 2. Section 1 of the book presents an overview of emergent literacy. Section 2 consists of a group of 15 informal early literacy pretests. The major areas covered by the assessments are: attitudes and experiences, retelling, literacy knowledge, wordless picture reading, auditory discrimination, rhyme detection, alphabet knowledge, phonemic awareness, writing, spelling, phonics, decoding, caption reading, basic sight word knowledge, and passage reading. Also provided in section 2 are all of the materials needed to assess children's knowledge, concise directions, and a reproducible Record Booklet. Section 3 contains over 225 teaching strategies and activities in 15 different areas to aid teachers in assisting children with their literacy development. Section 4 contains posttests for the informal literacy assessments. Similar to the pretests, these assessments can be used to help evaluate children's learning. Appendixes contain addresses of professional organizations and agencies, lists of word families for reference and instruction, sight word lists, and a continuum of children's development in early reading and writing. (RS)

ED 442 083 CS 013 997

Lenski, Susan Davis Wham, Mary Ann Johns, Jerry L.

Reading & Learning Strategies for Middle & High School Students.

Report No.—ISBN-0-7872-5607-2

Pub Date—1999-00-00

Note—340p.

Available from—Kendall/Hunt Publishing Co., 4050 Westmark Drive, P.O. Box 1840, Dubuque, IA 52004-1840 (\$32.95). Tel: 800-228-0810 (Toll Free); Web site: <http://www.kendall-hunt.com/>.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, *Content Area Reading, High Schools, Middle Schools, Reading Difficulties, Reading Skills, *Reading Strategies, *Research Skills, *Study Skills, Teaching Methods, *Test Wiseness, Vocabulary Development

Written in a form that is easy to use in the classroom, this book presents a wide variety of ideas and teaching strategies adapted for content area teachers. There is at least one content area example for each strategy presented in the book; many strategies have examples gleaned from more than one subject. Chapters in the book are: (1) Reading To Learn; (2) Promoting Reading Engagement; (3) Building Vocabulary; (4) Comprehending Texts; (5) Supporting Readers Who Struggle; (6) Reading Critically; (7) Studying; (8) Preparing for Tests; and (9) Conducting Research. Appendixes contain: a list of professional organizations organized by discipline; a list of resources for content area teachers to supplement the use of textbooks in the classroom; information on ways to determine readability of texts using readability formulas both manually and with computer software; advice on developing cloze tests manually or with computer software; and a list of professional books referenced in the text as well as the middle and high school content area texts used as examples in the book. (RS)

ED 442 084 CS 013 998

Johns, Jerry L.

Basic Reading Inventory: Pre-Primer through Grade Twelve & Early Literacy Assessments. Seventh Edition.

Report No.—ISBN-0-7872-1908-8

Pub Date—1997-00-00

Note—379p.

Available from—Kendall/Hunt Publishing Co., 4050 Westmark Drive, P.O. Box 1840, Dubuque, Iowa 52004-1840 (\$32.95). Tel: 800-228-0810 (Toll Free); Web site: <http://www.kendall-hunt.com/>.

Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Informal Reading Inventories, Preschool Education, *Reading Achievement, Reading Comprehension, *Reading Diagnosis, Test Manuals, Test Use, Testing

This book explains how to administer, score, and interpret the Basic Reading Inventory. Included are graded word lists and graded passages that can be used with students to help place them in appropriate reading materials, to assess their comprehension, and to determine their strategies for word identification. Significant additions to the seventh edition are the inclusion of early literacy assessments and the development of word lists and passages to extend the Basic Reading Inventory through grade 12. Part One of the book presents the manual for the Basic Reading Inventory and consists of 8 sections: (1) Introduction to the Basic Reading Inventory; (2) Regular Administration and Scoring Procedures; (3) Determining the Student's Three Reading Levels; (4) Instructional Uses of Inventory Results; (5) Timesaving Administration Procedures; (6) Helping Students Monitor Their Reading; (7) Extending Learning; and (8) Procedures Used To Revise the Basic Reading Inventory. Part Two presents five forms of the Basic Reading Inventory: an oral reading, silent reading, optional, narrative passages, and expository passages forms. Part Three contains appendixes that provide early literacy assessments, procedures for eliciting and evaluating passage retellings, extra passages, and assessor's aids. (Contains over 100 general references, approximately 110 references for history and development of the informal reading inventory, 13 figures, and 19 tables.) (RS)

ED 442 085 CS 013 999

Searfoss, Lyndon W. Bean, Thomas W. Gelfer, Jeffrey I.

Developing Literacy Naturally.

Report No.—ISBN-0-7872-2836-2

Pub Date—1998-00-00

Note—120p.

Available from—Kendall/Hunt Publishing Co., 4050 Westmark Drive, P.O. Box 1840, Dubuque, Iowa 52004-1840 (\$23.95). Tel: 800-228-0810. Web site: <http://www.kendallhunt.com/>.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Classroom Environment, Day Care Centers, Early Childhood Education, *Emergent Literacy, *Language Acquisition, Parent Participation, Portfolio Assessment, Thematic Approach

Identifiers—Literacy Assessment

Young children have a natural interest and excitement about language and literacy. This book is designed to help teachers and caretakers nurture young children's literacy development in day care, preschools, kindergartens, and primary grade classrooms. The book's approach to young children's literacy development includes how to design and manage effective classroom environments, centers, and theme-based teaching and learning. In addition, the book includes resources and suggestions for working with second language learners, strategies for inclusion, and building parent partnerships. Throughout the book, the reliance is on personal classroom experiences as well as those of other teachers, students, and families. The book is divided into the following nine chapters: (1) An Introduction to Developing Literacy Naturally; (2) Infants, Toddlers, and Day Care Settings for Literacy; (3) Developing Effective Preschool Environments; (4) Emerging Readers and Writers in Kindergarten; (5) First Grade and Beyond; (6) Inclusion: Literacy Development for All Children;

(7) Assessing Early Literacy through Portfolios; (8) Second Language Learners; and (9) Parent Partnerships. Each chapter ends with resources and references. (NKA)

ED 442 086 CS 014 000

Reade, John E. Bean, Thomas W. Baldwin, R. Scott

Content Area Literacy: An Integrated Approach. Sixth Edition.

Report No.—ISBN-0-7872-3884-8

Pub Date—1998-00-00

Note—263p.

Available from—Kendall/Hunt Publishing Co., 4050 Westmark Drive, P.O. Box 1840, Dubuque, Iowa 52004-1840 (\$49.95). Tel: 800-228-0810. Web site: <http://www.kendallhunt.com/>.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, *Content Area Reading, *Content Area Writing, Evaluation Methods, Learning Strategies, Middle Schools, *Reading Processes, Secondary Education, Theory Practice Relationship

Identifiers—*Content Area Teaching

The sixth edition of this book presents preservice and inservice teachers with theory and related teaching strategies designed to assist middle and secondary students in reading and learning from their textbooks, and this edition seeks to integrate the current state of the art with some personal ideas. It includes a CD-ROM Digital Supplement which provides additional information showing the power of contemporary technology for content literacy development. The book consists of two parts: Part A consists of five chapters that introduce content area literacy, while Part B consists of seven chapters of strategies for teaching and learning in the content areas. Chapter 1 provides rationale and knowledge base for content area literacy. Chapter 2 explores the world of technology and its relationship to content area literacy. Chapter 3 follows with an examination of the reading process and a discussion of cultural and linguistic variables that influence literacy. Chapter 4 considers the socio-political nature of textbooks and then focuses on quantitative and qualitative procedures for evaluating and introducing textbooks. Chapter 5 concludes Part A with a discussion of norm-referenced and naturalistic assessment. Chapters 6, 7, and 8 focus on lesson planning, literature, and vocabulary, respectively. Chapters 9 and 10 both address comprehension. Chapter 11 is about writing in the content areas. Chapter 12 introduces study strategies. (Contains a glossary and extensive references.) (NKA)

ED 442 087 CS 014 001

Johns, Jerry L. Ed. Elish-Piper, Laurie, Ed.

Balanced Reading Instruction: Teachers' Views and Voices.

Report No.—ISBN-0-7872-3395-1

Pub Date—1997-00-00

Note—175p.

Available from—Kendall/Hunt Publishing Co., 4050 Westmark Drive, P.O. Box 1840, Dubuque, Iowa 52004-1840 (\$28.95). Tel: 800-228-0810. Web site: <http://www.kendallhunt.com/>.

Pub Type— Collected Works - General (020) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, Educational Technology, Elementary Secondary Education, *Literacy, *Reading Instruction, *Reading Programs, *Teacher Attitudes, Teacher Role

Identifiers—*Balanced Reading Instruction, *Teaching Perspectives

The 18 articles in this collection represent a view from the classroom regarding balanced reading instruction in the early stages of what is likely to become a widespread movement. The articles are intended to stimulate educators to reduce, or perhaps boldly eliminate, one-way thinking about methods, skills, grouping, and assessment. Articles in the collection are: "In Search of Balance: Restructuring Our Literacy Programs" (Dorothy S. Strickland); "Attempting Takeoff: The Metamorphosis of a Reading Teacher" (Jeanne McCarthy); "Dodging the Educational Pendulum: A Journey

toward a Balanced Language Curriculum" (Melisa J. Bower); "A Third-Grade Teacher's Vision of Balanced Reading Instruction" (Loria Thatcher); "The Reality of Balanced Literacy in a Primary Classroom" (Jenelle Gallagher-Mance); "A Balanced Reading Program in a First- and Second-Grade Classroom" (Cynthia Vandergriff); "Balanced Reading Instruction: One Teacher's Voice" (Suzie Lobbell); "Authentic Reading and Writing in a Skills-Based Basal Reading Program" (Christine Truckenmiller); "Maintaining Balance in a First-Grade Classroom" (Linda Mast); "Components of an Ever-Changing Language Arts Program" (Dawn Hinz); "Creating a Balanced Reading Program in First Grade" (Rhonda L. Waggoner); "The Balanced Equation: Elementary + Secondary = A District Reading Program" (Ann Kimpton); "The Challenge of Balanced Reading Instruction for In-Class Special Reading Programs" (Mary Kelly); "Balanced Reading: Notions, Emotions, and Potions" (Beth R. Cowman); "Balanced Assessment for Balanced Reading" (Jocelyn Klotz); "The Challenge of Technology in Balanced Reading Instruction" (Janene Bowden); "Technology Bifocals" (Linda J. Conrad); and "From Student to Teacher" (Bryn Biesiadecki). (Contains approximately 100 references.) (NKA)

ED 442 088

CS 014 002

Le, Deborah Eville

Under the Influence of Children: The Role of Social Support in the Development of Comprehension and Memory in Young Children.
Pub Date—2000-00-00

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Research, *Elementary School Students, *Individual Development, *Memory, Parent Child Relationship, Primary Education, *Reading Aloud to Others, *Story Reading, Teacher Student Relationship

Identifiers—Chicago Public Schools IL, *Story Comprehension

Much has been written about the crucial nature of early literacy experiences in learning to read. Many types of story reading interactions could have an effect on the development of reading literacy. A study explored the kind of social interactions that foster children's individual development toward independent functioning, especially addressing the consequence of the teacher's story reading style on the memory and comprehension of young children, and what conversational attributes can be determined to affect children's memory and comprehension for stories. Participants were 24 Chicago public school children with a mean chronological age of 5.8; 38% were low income, while 17% were bilingual. Using three books by Mem Fox, three conditions (a control condition, a questioning condition, and a co-construction condition) closely mirroring the story reading styles to young children were tested. The study's data did show beneficial effects for intense one-on-one interaction between an adult and child over a story book reading. The interactions did facilitate the below average ability student's memory and comprehension for stories; these students, however, still recalled less and required more support in the form of prompting than did the average and above average ability students. Additionally, in answering the comprehension questions, the below average students generated fewer inferences and made more incorrect responses than did the average and below average students. (Contains 4 tables of data and 16 references.) (NKA)

ED 442 089

CS 014 003

Learning To Teach Reading: Setting the Research Agenda. A Collection of Papers Presented at the Reading Research 2000 Conference. (Indianapolis, Indiana, April 29, 2000).

International Reading Association, Newark, DE.

Pub Date—2000-04-29

Note—56p.

Available from—Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139. Web site: <http://www.reading.org>.

Pub Type—Collected Works - Proceedings (021) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Academic Standards, Beginning Teachers, Educational Environment, Elementary Secondary Education, Higher Education, Instructional Effectiveness, Knowledge Base for Teaching, *Reading Instruction, *Reading Research, Reading Teachers, *Teacher Education, Technology

This collection of abstracts is representative of the sessions presented at the International Reading Association's Reading Research 2000 Conference, held in Indianapolis, Indiana on April 29, 2000. The theme of the conference, "Learning To Teach Reading: Setting the Research Agenda," was a timely one as schools, teachers, states, teacher educators, and policymakers turn their attention to teacher preparation and professional development. Abstracts in the collection are: "Hundreds of Studies Have Shown...: Exaggerating Findings in the Advocacy for Particular Instructional Mandates" (Richard L. Allington); "Teacher Education and Issues of Diversity" (Kathryn H. Au); "Building Reading Expertise in Elementary Teachers" (Marsha R. Berger); "Developing Ownership of Professional Standards" (Jennifer Berne, Taffy Raphael, Barbara J. Diamond, and Susan Florio-Ruane); "Building a School Environment for Professional Development: The Case of Early Literacy" (Robert Calfee); "National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction: Findings, Implementation, and Recommendations. Features of Excellence" (Deborah Eldridge, Rachelle Loven, Joyce C. Fine, George P. Gonzalez, and Alene L. Smith); "National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction: Findings, Implementation, and Recommendations. Beginning Teacher Survey" (Amy Seely Flint, James V. Hoffman, Misty Sailors, and Marg Mast); "The Impact of Professional Standards" (Gary Galluzzo); "Preservice Reading Teacher Education: What's Going On? What Should Be?" (James V. Hoffman); "Using Multimedia Cases and Listservs in Preservice Literacy Education: Connecting What We Know About Good Teaching to Preservice Instruction Using Technology" (Charles Kinzer); "Social Reconstructionism and Agency in One Reading Teacher Education Program" (Rosary Lalik and Ann Potts); "The Status of the Knowledge Base" (P. David Pearson); "The Interface of Standards, Teacher Preparation and Research" (Dorothy S. Strickland); "The CIERA School Change Project: Translating Research on Effective Reading Instruction and School Reform into Practice" (Barbara M. Taylor); "Transitions into Teaching: A Longitudinal Study of Beginning Language Arts Teachers" (Sheila Valencia); and "Partnerships for Success in Teacher Education" (Carmelita K. Williams). Brief biographical sketches of presenters are attached. (RS)

ED 442 090

CS 014 004

Glass, Laurie Peist, Linda Pike, Beth

Read! Read! Read! Training Effective Reading Partners.

Report No.—ISBN-0-7619-7635-3

Pub Date—2000-00-00

Note—129p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (\$27.95). Tel. 805-499-9774. Web site: <http://www.corwinpress.com>; email: order@corwinpress.com.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Elementary Education, Literacy, *Parent Participation, *Parent Student Relationship, *Parent Workshops, Par-

ents as Teachers, *Reading Instruction, *Reading Skills, *Reading Strategies
Identifiers—Learning Environment, *Partner Reading

Based on the premise that by engaging parents as effective partners, teachers and students win at the reading game, this book aims to help teachers tap into all the resources of school and home to maximize children's learning potential. The book provides teachers with a concrete framework for training parents to learn strategic techniques in helping their children read. It includes everything an educator needs to know to conduct a parent workshop: a comprehensive step-by-step guide to facilitate parent workshops; concrete tips to involve parents; communication skills to help parents help students; an overview of the developmental aspects of reading; the role of phonics in the reading process; the use of real literature in reading; a reproducible parent handbook; strategies for helping students with specific reading difficulties; and tips for creating a supportive learning environment. The book is organized in a concise manner, with each chapter self-contained in terms of the concepts and topics discussed, and with references. It is intended for educators, curriculum supervisors, administrators, and anyone who wants to learn how to successfully integrate parents into the development of children's literacy. (NKA)

ED 442 091

CS 014 006

Maherry, Rebecca S.

Verbal Comprehension: Learning To Derive Word Meaning from Context versus Individual Direct Word Instruction.

Pub Date—2000-00-00

Note—140p.

Pub Type—Dissertations/Theses (040)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Context Clues, Grade 4, *Instructional Effectiveness, Intermediate Grades, Reading Comprehension, *Vocabulary Development, *Vocabulary Skills

Identifiers—*Direct Instruction

A study compared the effects of words in isolation (WI) and words in context (WC) instruction on the word learning and retention of word meanings of 11 average readers from a multi-age classroom (grades 4 and 5). To investigate whether WC instruction improved a child's ability to use context cues to determine the meaning of an unknown word encountered in context, the 11 children were divided into two reading groups, each receiving a different form of vocabulary instruction. A pre-post-post vocabulary test design was used to compare the vocabulary knowledge gains of each group and retention of word meanings over time. The WC group did experience greater gains in vocabulary knowledge and retained more vocabulary meanings over time than the WI group. In addition to the vocabulary tests, both groups were also given a pre- and post-deriving-the-meaning-of-unknown-words-from-context words from context test. This test was used to ascertain each participant's ability to independently use context to derive the meaning of unknown words from context prior to instruction and following instruction. These results were less conclusive regarding the effects of context cue instruction on the individual ability of a child to independently use context to determine the meaning of an unknown word encountered in context. Using context independently appears to be a complex task that may require extensive exposure to context, a strong vocabulary base and extensive training in how to use context to derive the meaning of unknown words. Contains 29 references, 6 tables, and 10 graphs of data. Appendixes contain numerous evaluation instruments and word lists. (Author/RS)

ED 442 092

CS 014 007

Anderson-Levitt, Kathryn M.

What Counts as the Mixed Method of Reading Instruction in Guinea? Fractures in the Global Culture of Modern Schooling.

Pub Date—2000-04-24

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association

sociation (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Comparative Education, *Developing Nations, *Educational Innovation, Ethnography, Foreign Countries, Global Approach, Participant Observation, *Reading Instruction, Teaching Methods, *Theory Practice Relationship

Identifiers—*Balanced Reading Instruction, *Guinea

This paper examines a case of educational innovation—the introduction of new methods for teaching reading in the Republic of Guinea, West Africa—as a reality check on the appealing but sweeping theory of John Meyer and his colleagues about the diffusion of educational ideals. The paper focuses on Guinea's official adoption of the "mixed" method ("la methode semi-globale"), an approach meant to balance phonics with reading for meaning. It draws from a case study using participant observation and ethnographic interviewing which traced ideas about good reading at the Guinea Pedagogical Institute. At the level of what Meyer calls rhetoric, the paper argues that the global model of modern schooling includes the premise that ordinarily the mixed method of reading instruction is preferable and the sub-premise that within the mixed method, it is preferable to emphasize reading for meaning. The paper states that world institutions theory implies uniformity in the model of schooling among core nations, since they have been borrowing from one another since the 19th century, but the question is whether the core really holds a single model of modern schooling available for the periphery to borrow. The paper as a whole involves a 3-way comparison among Guinea, France, and the United States. (Contains 5 figures, a table, 13 notes, and 47 references.) (NKA)

ED 442 093 CS 014 008

O'Connor, Rollanda E. Bell, Kathryn Harty, Kristin Kappel, Louise Sackor, Sharry

The Influence of Text Difficulty on Children's Reading Comprehension Growth.

Pub Date—2000-04-00

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Instructional Effectiveness, Intermediate Grades, Reading Achievement, *Reading Comprehension, *Reading Difficulties, *Reading Instruction, Reading Research, *Tutoring

Identifiers—Reading Fluency

Significant progress has been made in designing beginning reading instruction for young children with reading disabilities (RD), but much less is known about children with RD in the intermediate grades who read very poorly despite several years of instruction and exposure to print. The aim of this research was to compare the influence of text difficulty (reading-ability matched or grade-level matched) on the growth of student's reading comprehension over the course of 18 weeks of one-to-one tutoring. Forty-six third through fifth grade poor readers, including twenty-five with high incidence disabilities, were randomly assigned to one of two tutoring conditions, or to a control condition. Following tutoring, significant differences favored tutored children in all measured reading skills; however, the only significant difference between treatments was in reading fluency, which favored children who were tutored with text matched to their current reading ability. A subanalysis of the outcomes of the lowest skilled readers found differences favoring children in the reading-ability matched text in word identification and oral reading, as well as word attack. These findings have implications for decisions about how "special" a child's reading instruction should be to predict adequate growth. Contains 32 references, 2 tables, and 2 figures of data. (Author/RS)

ED 442 094

CS 014 009

Nevada High School Proficiency Examination: Reading, Form E Released, Part 1 [and] Part 2.

Nevada State Dept. of Education, Carson City.

Pub Date—1999-00-00

Note—26p.

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, *Evaluation Methods, High Schools, *Reading Achievement, *Reading Comprehension, *Reading Tests, Standardized Tests

Identifiers—*Nevada High School Proficiency Examinations

This document presents a sample test form for high school reading and comprehension proficiency. The first section of the exam consists of 27 questions taken from 7 selections, which included 4 literature and poetry selections and the following nonfiction titles: Procedures for Answering a Call, Just the Facts, Garlic, and Pot Roast with Vegetables (a recipe). The second section is comprised of 23 questions from eight selections of historical, informative, literary, and poetic passages including the titles: Creative People, Riders Wanted, Pollution, Parking a Car, Applying to a Community College, The Noise of the City, Nonverbal Communication, and Aunt Rosie's Words of Advice. Directions are provided in the beginning, and the answer key to the test is provided at the end. (EF)

ED 442 095

CS 014 010

Haenn, Joseph F.

Reading Recovery: Success for How Many?

Pub Date—2000-04-00

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Early Intervention, Grade 1, *Instructional Effectiveness, Primary Education, Program Evaluation, *Reading Improvement, *Reading Instruction, Reading Programs, Reading Research, Statistical Analysis

Identifiers—*Reading Recovery Projects

Standard operating procedures of the Reading Recovery program allow for students to be dropped from the program if they have not met the criterion for success after 20 weeks of participation. This paper follows the actions of over 600 first-grade Reading Recovery students in a medium-sized school district over the course of a complete year of intervention to determine the degree of success for the program. The paper investigates the relationships among student characteristics, program success, and demonstration of success within the context of a larger, district-wide evaluation of first-grade reading. It states that comprehensive data were collected for 610 students who received Reading Recovery for at least some portion of the school year, and that of the 443 students who received the complete Reading Recovery program, 264 (59.6%) were able to successfully transition back to the classroom as readers. It also finds that almost two out of every five students (179 or 40.4%) did not successfully complete the program and were returned to the classroom with insufficient reading skills. According to the paper, it appears that in this district Reading Recovery is successful for only three out of every five students who receive this intensive, 20-week program to develop reading skills. Since Reading Recovery is an expensive, labor-intensive program, the paper suggests that perhaps a less expensive alternative may be more appropriate for some students. (Contains 14 tables of data.) (NKA)

ED 442 096

CS 014 012

Otiya, Ebo Krupka, Susan

Federal and State Strategies To Support Early Reading Achievement.

Educational Testing Service, Washington, DC.

Pub Date—1999-01-00

Note—29p.

Available from—Educational Testing Service, State and Federal Relations Office, Suite 900, 1800 K. Street, N.W., Washington, DC 20006
Tel: 202-659-0616, Fax: 202-659-8075.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, *National Standards, Primary Education, *Reading Achievement, *Reading Difficulties, *Reading Instruction, *Reading Readiness, *State Standards

Identifiers—Phonemic Awareness, Reading Excellence Act

A study examined children's reading difficulties at the early grade levels and explored how federal and state governments are responding to this critical education problem. Sections of the study address: background issues in reading achievement; federal response to improve poor reading achievement; state issues in early reading achievement; effective intervention programs; and trends in reading assessment. Results indicate that five factors contribute to children's reading difficulties: (1) lack of phoneme awareness; (2) difficulty with reading comprehension; (3) lack of motivation to learn to read; (4) inadequate preparation of teachers; and (5) lack of standards and accountability. Findings suggest that there continues to be a gap between instructional theory and practice, and that as schools implement a balanced approach to reading instruction, adjusted curriculum, textbooks, and assessment models will be needed. Contains 28 references, and a figure and a table of data. (EF)

ED 442 097

CS 014 020

Facemire, Nancy E.

The Effect of the Accelerated Reader on the Reading Comprehension of Third Graders.

Pub Date—2000-05-00

Note—53p.; M.A. Thesis, Salem-Teikyo University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Grade 3, *Instructional Effectiveness, Low Income, Primary Education, *Reading Comprehension, *Reading Improvement, *Reading Instruction

Identifiers—*Accelerated Reader Program, West Virginia

This nine-week study examined the effect of the Accelerated Reader program on the reading comprehension scores of third grade students in a socio-economically disadvantaged area of West Virginia. Two separate third grade classes, with different teachers, but within the same school, participated in this study. The experimental group of students was encouraged to read and test on books supported by the Accelerated Reader program. The STAR Reading program was used to pretest and posttest students and the group scores were used to ascertain if significant growth in reading comprehension occurred in the experimental group. The data did show a significant difference that could be attributed to the Accelerated Reader program. Therefore, the hypothesis must be accepted: There will be a significant increase in reading comprehension scores after participating in the Accelerated Reader program. (Contains 30 references, and 5 tables and a figure of data.) (Author/RS)

ED 442 098

CS 217 087

Tompkins, Gail E.

Language Arts: Content and Teaching Strategies. Fourth Edition.

Report No.—ISBN-0-13-856907-X

Pub Date—1998-00-00

Note—620p.

Available from—Order Processing, Merrill, an imprint of Prentice Hall, P.O. Box 11071, Des Moines, IA 50336-1071 (\$72). Web site: <http://>

www.prenhall.com/search.html.

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Communication, Constructivism (Learning), Elementary Education, Emergent Literacy, Grammar, Handwriting, Journal Writing, *Language Arts, Listening Skills, Poetry, *Reading Instruction, *Reading Processes, Spelling, *Writing Instruction, *Writing Processes, Writing Workshops

Identifiers—*Reading Workshops

Reflecting a constructivist approach to teaching and learning, this book presents the content of the language arts curriculum and the most effective strategies for teaching this content. The processes of reading and writing provide the foundation for the three instructional approaches presented in the book: literature focus units, reading and writing workshops, and theme cycles. New to this edition are: a quilting motif as a way of looking at the six language arts (listening, talking, reading, writing, viewing, and visually representing); addition of the concept of visual literacy; a greater emphasis on strategies and skills, the role of reading processes, and the reasons behind teaching strategies; and a new chapter on "putting it all together." Chapters in the book are: (1) Learning and the Language Arts; (2) Teaching Language Arts; (3) The Reading and Writing Processes; (4) Emergent Literacy; (5) Looking Closely at Words; (6) Writing in Journals; (7) Listening To Learn; (8) Sustaining Talk in the Classroom; (9) Reading and Writing Stories; (10) Reading and Writing Information; (11) Reading and Writing Poetry; (12) Language Tools: Spelling, Handwriting, and Grammar; and (13) Putting It All Together. Contains approximately 800 references. Appendixes contain a list of award-winning books, and resources about authors and illustrators. (RS)

ED 442 099

CS 217 108

Vande Kopple, William J.

Dynamic and Synoptic Styles, Kinds of Semiotic Practices, and Learning To Write in the Disciplines.

Pub Date—2000-04-14

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Content Area Writing, Higher Education, *Language Styles, *Research Reports, Semiotics, *Technical Writing, Writing Instruction, Writing Research

Identifiers—Halliday (M A K), *Stylistics, *Writing Style

A researcher examined the numbers of relative clauses and the percentages of subordinate clauses that relative clauses comprise in two sets of research reports (one set from the period 1893-1901 and the other from 1980) about spectroscopy from the "Physical Review." He analyzed some striking differences between the sets in patterns of what the relative clauses modify and also uncovered some evidence pointing to a general stylistic shift from the first set to the second. The shift of interest is between what M.A.K. Halliday calls the dynamic style and what he calls the synoptic style. When Halliday examines different linguistic styles or modes of representing experience, he uses a continuum. At one pole of this continuum is a style he calls dynamic, often associated with spontaneous and unselfconscious speech; at the other end of Halliday's continuum is the synoptic style, often associated with carefully planned, formal writing. The suspicion that a stylistic shift from dynamic to synoptic could have occurred from the first set of reports to the second arose when it was noticed that the first set contained numerous sentences displaying great causal intricacy, while the second set contained numerous sentences displaying great lexical density. An examination of various stylistic traits showed differences which point to a more causally intricate style in the early articles and a more lexically dense style in the later articles. In light of the

potential advantages of the synoptic style for specialists within a research area, it appears that a shift to this style in the history of writing about spectroscopy could have been highly motivated. If teachers and scholars reach a consensus about whether or not to teach the synoptic style, they might also discuss what the best way for doing so might be. (Contains 21 references.) (NKA)

ED 442 100

CS 217 109

Allen, Julia M.

"We Must Have Writers": An Introduction to the Narrative Rhetorical Theory of Meridel LeSueur.

Pub Date—2000-04-00

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

Pub Type— Historical Materials (060) — Speeches/ Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Authors, Cultural Context, Higher Education, Intellectual History, *Rhetorical Theory, Writing Instruction

Identifiers—Burke (Kenneth), Communist Party, Federal Writers Project, Radical Perspectivism, *Rhetorical Stance, Writing Contexts

This paper examines the life and works of Meridel LeSueur, a colleague of Kenneth Burke, and herself a radical writer during the 1920s and 1930s. The paper states that LeSueur's primary aim was to establish an indigenous working-class culture to support working-class action. It notes that her arguments about writing build upon the rhetorical foundation of her mother, Marian Wharton LeSueur, and first appeared in the "New Masses," a magazine written by and for radical members of the American middle class. The paper then traces her development as a socialist intellectual, and discusses her many articles on writing. In 1939, according to the paper, Meridel LeSueur shifted audiences, and instead of speaking to practicing writers, she wrote a manual for the students she was teaching in the Federal Writers Project of the Works Progress Administration (WPA). The paper reports that in 1995, when Meridel was 95 and bedridden, she admitted to still being in the Communist Party, and she articulated the essence of her rhetorical stance: "The difference between a bourgeois writer and a working-class writer is knowing what you are looking at—the bourgeois writer doesn't have an attitude towards what he sees—he doesn't see how it relates to other things and events." (Contains 13 references.) (NKA)

ED 442 101

CS 217 110

Wiley, Mark

Basic Writers in a Learning Community.

Pub Date—2000-00-00

Note—20p.

Pub Type— Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Basic Writing, *College Curriculum, *Grouping (Instructional Purposes), Higher Education, Program Development, Program Effectiveness, *Remedial Programs

Identifiers—*Course Development, *Learning Communities

This paper describes a successful learning community and curricular experiments with basic writing implemented on a college campus as an example of curricular structures that enable faculty and staff to work together to address students' individual needs. The paper begins by discussing learning communities as effective and flexible institutional restructuring models for working particularly with first-year students, and it provides an example of one community, the Learning Alliance at Cal State University, Long Beach. The paper then suggests methods of working with basic writers within a learning community, including linking sections of basic writing with other Alliance courses and mainstreaming first and second level basic writing courses. The paper concludes by describing the success of the model basic writing program. (Contains 10 references.) (EF)

ED 442 102

CS 217 112

Lee, Amy

Composing Critical Pedagogies: Teaching Writing as Revision. Refiguring English Studies Series.

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-3040-2; ISSN-1073-9637

Pub Date—2000-00-00

Note—319p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 30402-3050: \$21.95, members; \$28.95, nonmembers). Tel: 800-369-6283 (Toll Free); Web site: <http://www.ncte.org>.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC13 Plus Postage.

Descriptors—*Classroom Environment, *Classroom Techniques, *Freshman Composition, Higher Education, Process Education, *Teacher Improvement, Theory Practice Relationship, *Writing Instruction

Identifiers—*Critical Pedagogy, *Instructional Theory

Taking readers inside a first-year college writing classroom and inviting them to reflect on the social, interpersonal, and institutional issues being worked through in specific classroom discussions, this book presents an account of an honestly politicized college writing classroom and focuses on authentic classroom practices and actual students' voices. Moving beyond familiar debates between process/expressivism and critical pedagogy, the book envisions theory and praxis to be complex and dynamic processes, thereby articulating a pedagogical practice that combines strengths of both sides within current pedagogy. Chapters are: (1) Visions, Versions, and Composing Pedagogies; (2) Politics and Pedagogies; (3) Embodied Processes: Composing Power and Revisioning Pedagogies; (4) Making Pedagogy Visible: Critical Pedagogy in Process; (5) Revisionary Pedagogy; (6) Composing (as) a Critical Process; and (7) Revisioning Communities in the Contact Zone. (Contains approximately 135 references.) (EF)

ED 442 103

CS 217 113

Fleischer, Cathy

Teachers Organizing for Change: Making Literacy Learning Everybody's Business.

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-4999-5

Pub Date—2000-00-00

Note—221p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 49995-6050: \$15.95, members; \$19.95, nonmembers). Tel: 800-369-6283 (Toll Free); Web site <http://www.ncte.org>.

Pub Type— Guides - Non-Classroom (055)

EDRS Price — MF01/PC09 Plus Postage.

Descriptors—Case Studies, *Community Action, *Community Involvement, Elementary Secondary Education, *Literacy, *Literacy Education, Parent Teacher Cooperation, *Teacher Role

How can a busy teacher help parents sort through the (often misleading) public conversation on education to understand what truly are sound practices in the classroom? This book, which contains interviews of practicing community organizers, lays out a step-by-step plan for teachers to adapt the tried-and-true strategies of organizers working in public health, environmental advocacy, and social justice. The book offers teachers and teacher educators a practical, hands-on guide to effecting positive change in their own learning communities and in the larger social community. Expressed in lively, down-to-earth language, the book's model shows teachers how to build on skills they already possess—organizing, collaborating, informing, empowering, and sparking interest and action. It features numerous real-life examples, scenarios, and adaptable materials from community activists and teachers, and it shows teachers how to think through their own situations to get started at their own pace and create action plans that, in the long

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run, save time and energy even as they deliver results. Chapters in the book are: (1) Entering the Conversation; (2) The Quiet Revolution: Teachers Reaching out to Parents; (3) An Introduction to Community Organizing; (4) Teachers Are Organizers: Tacit Knowledge and New Techniques; and (5) Putting It All Together: Becoming a Teacher-Organizer. (Contains 90 references.) (NKA)

ED 442 104

CS 217 114

Ediger, Marlow

Textbooks in the Language Arts: Good, Neutral, or Bad?

Pub Date—2000-00-00

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Basal Reading, Classroom Techniques, Elementary Secondary Education, *Language Arts, *Teacher Role, Textbook Evaluation, *Textbook Selection, *Textbooks

Too frequently textbooks used in class are criticized heavily by educators. In and of itself, a textbook is neither good nor bad. If the text has been carefully chosen, there may be reasons for criticizing its use. Textbooks should always be carefully evaluated when new basals are chosen so that the very best one(s) are selected for a class. Committees need to be at work to make the final choices. Each prospective textbook needs thorough appraisal in terms of quality. Once a textbook is chosen, the teacher may use it as a guide. Within that framework, the teacher may choose a variety of learning opportunities for pupils to supplement content in the textbook. A multimedia approach should be used to provide for individual differences. A textbook should never be used with no other instructional materials. Teachers should use textbooks in a flexible manner, and they should be discouraged from saying they teach well due to not using a textbook. Quality instruction rests upon the uses made of textbooks by creative teachers and pupils in teaching and learning situations. (RS)

ED 442 105

CS 217 140

Lenski, Susan Davis Johns, Jerry L.

Improving Writing: Resources, Strategies, Assessments.

Report No.—ISBN-0-7872-5833-4

Pub Date—2000-00-00

Note—281p.

Available from—Kendall/Hunt Publishing Co., 4050 Westmark Drive, P.O. Box 1840, Dubuque, Iowa 52004-1840 (\$29.95). Tel: 800 228-0810 (Toll Free). Web site: <http://www.kendall-hunt.com/>.

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Elementary Education, Revision (Written Composition), Teaching Methods, *Writing Evaluation, *Writing Improvement, *Writing Instruction, Writing Strategies

Comprehensive and practical, this book provides resources, strategies, and assessments that seamlessly weave writing into everyday classroom routines. The resources in the book include reproducible student worksheets, transparency masters, teacher and student examples, and technology tips in the form of Web site addresses. Strategies throughout the text will help students achieve that important life skill of written communication beginning at an early age. The book also provides assessments in the form of teacher self-assessment, student self-assessment, and rubrics. Practical evaluative ideas as well as cautions about becoming an audience of one are given and explained. Chapters in the book are: (1) Improving Writing Instruction; (2) Creating a Writing Community; (3) Informal Writing: Building Fluency; (4) Writing Content: Identifying Thoughts; (5) Writing Structures: Understanding Organizational Patterns; and (6) Writing Style and Mechanics: Rewriting. Appendixes contain addresses of professional organizations and agencies; contact information for 63 publishers of student writing; postal and web site addresses of National Basketball Association teams; and a list of 549 writing formats. Contains 133 references. (RS)

ED 442 106

CS 217 142

Zarnowski, Myra

No Laughing Matter: Where's the Humor in Nonfiction.

Pub Date—2000-03-16

Note—17p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (New York, NY, March 16-18, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Children's Literature, Coping, Elementary Education, *Humor, *Literature Appreciation, *Nonfiction

Identifiers—*Orbis Pictus Award

By highlighting the dreadful and avoiding the droll, nonfiction presents an unbalanced picture of the world and deprives readers of the benefits humor could contribute. Humor is needed in literature because it ventilates or disrupts oppressive conditions, it provides a different lens from which to view reality, and it provides hope, pleasure, and fun. While humor is a trend in current children's nonfiction, it has not assumed a substantial presence in award winning books. There is a need in children's nonfiction for books that show the value of humor as a means of coping with difficulties. (Contains 19 references.) (EF)

ED 442 107

CS 217 143

Fosen, Chris

Genres Made Real: Genre Theory as Pedagogy, Method, and Content.

Pub Date—2000-03-00

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Discourse Communities, Higher Education, Instructional Effectiveness, *Internship Programs, *Organizational Communication, *Rhetoric, Teaching Methods, *Writing Instruction

Identifiers—*Genre Approach, *Rhetorical Genres, Theoretical Orientation, Writing Contexts

All styles of genre research share an attention to particular features of texts in use. The question is, however, how to teach genre. This paper first reviews what seem to be two opposed theories of teaching genre. After arguing that to differing extents both theories rely upon a transmission model of teaching, the paper then discusses attempts to teach genre as a tool for student-initiated research in a writing internship course. It states that the class sessions provided useful content and invention strategies for later reflection and critique because genre theory became a language tried on in class—in many ways like the discourse students were trying on at their internships. The paper suggests that in the future students might be asked if they feel any tension between the abstract principles of rhetoric they learn in class and the situated, practical knowledge they learn on site. Contains 15 references. (NKA)

ED 442 108

CS 217 144

Wang, Xiao

Double-Entry Notebook in Technical Writing Class.

Pub Date—2000-00-00

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Class Activities, Higher Education, Instructional Effectiveness, Student Needs, *Technical Writing, *Writing Assignments, *Writing Instruction

Identifiers—*Double Entry Journals, Theoretical Orientation

For both reading and writing, context and perspective are everything; Ann Berthoff suggests that students "write continuously in a double-entry notebook." One instructor has utilized Berthoff's

double-entry notebook in a technical writing class and finds that this classroom practice has also been informed by other theories inquiring into writing and composition: theory of meaning, theory of language, theory of learning, and theory of research. These theories manifest themselves in all the assignments and in classroom activities revolving around double-entry notebooks. For the class, six writing assignments which revolve around the final research project are based on the premise that in composition class, Isocrates' notion of Logos is taught—students learn how to combine words and thought, apply what they write to everyday life and problems, and learn how to make meaning through critical reading/writing and collaborative activities. The assignments are: an employment packet; a memo requesting permission for the topic chosen for the research project; a summary packet summarizing pertinent articles; a research proposal of the major project that identifies a problem in their profession; a progress report; and a final formal report of the research project. For each assignment, students are given instructions and model writings to read and analyze by the use of two columns in their double-entry notebook. They are asked to compare notes, comments, and subjective reflections. (NKA)

ED 442 109

CS 217 146

Abrams, Scott

Using Journals with Reluctant Writers: Building Portfolios for Middle and High School Students.

Report No.—ISBN-0-7619-7612-4

Pub Date—2000-00-00

Note—163p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320. Tel: 805-499-9774 (\$24.95). Web site: <http://www.corwinpress.com>; email: order@corwinpress.com.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, High School Students, High Schools, Instructional Effectiveness, *Journal Writing, *Language Arts, Middle School Students, Middle Schools, *Portfolios (Background Materials), Student Development, *Student Journals, Teacher Response, *Writing Assignments, *Writing Strategies

Identifiers—*Reluctant Writers

An effective language arts tool for teachers, especially those who teach at-risk, alternative, and special education students, this guidebook is designed to inspire even the most reluctant writers. The guide is organized so that journal topics are followed by non-revealing, non-threatening exercises to introduce writing as a means of expression and to allow students to test teacher reactions. Positive teacher responses then encourage students to move on to material that requires more personal reflection and further elaboration. Whether they use the journals for daily practice or weekly assignments, with this guide teachers can effectively lead students through critical thinking, self-discovery, and ultimately, more relevant and proficient writing. The guide can also assist teachers and students in creating a complete language arts portfolio. Highlights include the following: topical, chapter-opening quotes that instill deeper self-reflection; multiple questions for each topic to encourage more in-depth responses; suggested readings for more comprehensive assignments; suggested videos for each journal topic; flexible format for daily entries or weekly assignments; and 45 journal topics for weekly assignments throughout the academic year. (NKA)

ED 442 110

CS 217 152

Lindemann, Erika

Playing in the Archives: Pleasures, Perils, and Possibilities for Teaching.

Pub Date—2000-04-14

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN,

April 12-15, 2000).
 Pub Type—Guides - Classroom - Teacher (052) —
 Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Archives, Higher Education, *Library Collections, *Library Skills, *Museums, *Research Skills, Writing Assignments

Identifiers—Document Handling, Document Literacy Skills, *Document Origination Processes

Archival research gives students opportunities to appreciate original documents and artifacts, teaching them how to access materials, to treat them with care, and to invest them with meaning, and demonstrating the partnership researchers develop with librarians. Three suggested writing assignments introduce students to special collections, offering concepts and ways of working that characterize research in several disciplines. The assignments are: (1) document editing; (2) describing, preparing an annotated bibliography, and doing background research for an archival museum object; and (3) research and reconstruction of historical events utilizing primarily newspaper archives and microfilm. The writing assignments are attached. (EF)

ED 442 111 CS 217 159

Beavis, Catherine

Literacy, English, and Computer Games.

Pub Date—1999-07-07

Note—12p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (University of Warwick, England, UK, July 7-10, 1999).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Computer Games, *Computer Literacy, *Computer Uses in Education, Elementary Secondary Education, *English Curriculum, Reading Achievement, Sex Differences, *Student Participation

Identifiers—*Technology Integration, Text Adaptation

A study examined the incorporation of computer games into English classrooms, seeking to explore computer games as text, players' engagement with them, literacies needed, and the interchangeability of traditional and newer technology. Subjects were students enrolled in a coeducational private middle school or a state secondary school, and used two particular computer games that teachers had integrated into English instruction. Results indicated that: (1) digital literacy and the English curriculum can coexist; (2) classroom dynamics were high; (3) logistic difficulties arose; (4) boys were involved most, but in some cases girls were involved equally; and (5) students improved their reading achievement. Findings suggest that the reconstruction of the English classroom needs to proceed in ways that enfranchise all students and that are hospitable to high aspirations. (Contains 41 references.) (EF)

ED 442 112 CS 217 160

Wang, Xiao

Accommodating Marked Features of Ebonics in Freshman Essays: From a Narrative Essay to a Research Paper.

Pub Date—2000-04-14

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Discourse, *Black Diagnostics, *Black Students, Class Activities, Classroom Techniques, Community Colleges, Discourse Communities, *Freshman Composition, *Student Needs, Two Year College Students, Two Year Colleges, *Writing Assignments

Identifiers—*African Americans, Personal Writing

For an educator who teaches English in a multicultural setting, the best way to accommodate marked features of African-American vernacular English (AAVE) in black students' freshman essays is to preserve these features in teaching students

narrative writings and guide African-American students to avoid these features in expository (academic) essays such as argumentative essays and research papers. This paper explores classroom research which focuses on how to guide black students in using their personal voices appropriately when writing narrative essays and avoid these features in their expository essays and research papers. Personal interviews were used and classroom activities were designed that engage black students in understanding that their personal voices are acceptable in their discourse communities or in narrative essays but not in academic discourse. Some of the classroom activities involved sequenced writing assignments focusing on AAVE features for an English 1101 class with a majority of black students. The assignments consisted of: (1) a narrative essay; (2) a comparison and contrast essay; (3) an evaluation essay; (4) an argumentative essay; and (5) a research oriented solution essay. This sequenced assignment method has proved to be useful and effective with most of the ebonics-influenced writers in the class. Educators should explain to their students that everyone comes from a different discourse community, but that understanding people from different communities is easier when all can communicate in the communal discourse community: edited American English. (NKA)

ED 442 113 CS 217 161

Wender, Carmen M.

The Wicked Old Witch Is Dead: Getting Rid of a Flawed Writing Exam.

Pub Date—2000-04-15

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Student Evaluation, Student Needs, *Writing Evaluation, *Writing Laboratories, *Writing Tests

Identifiers—Faculty Attitudes, *Rising Junior Examinations, Test Revision, *Western Washington University

This paper reports on the myriad difficulties in getting rid of an unsatisfactory writing examination in place at Western Washington University. First, the paper provides background information on how and why the exam (the Junior Writing Exam) came to be adopted in the 1980s (as a diagnostic test only) and explains what the exam was meant to examine. Then, it recounts how the examination became a required pass in 1991, with a significant failure rate of 40% by 1992. The writing program directors tried to improve instructional support services and instructor training since the students who failed became demoralized and bitter. The drain on Writing Center resources became alarming, and the center's personnel were desperate for a solution. This "rising junior" test was finally replaced with a different type of exam, one that was not decontextualized and lacking validity but, instead, an authentic writing task. It finds that, instead of concentrating on fixing or eliminating an exam, educators at Western Washington are now launched on establishing an interdisciplinary community of inquiry involving faculty, administrators, and students as part of the Carnegie Campus Conversations Program. (NKA)

ED 442 114 CS 217 162

Woods, Claire Dias, Patrick Ellis, Viv

The English Classroom as an Atelier—A Place for Promoting Personal, Passionate, and Critical Cognition.

Pub Date—1997-04-00

Note—18p.; An earlier version of this paper, titled "English and the World," has been published in English in Australia, July 1996. Based on a paper presented at the Biennial Conference of the International Federation for the Teaching of English (New York, NY, July 10-14, 1995).

Available from—<http://www.nyu.edu/education/>

teachlearn/ife/woods.htm.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Classroom Communication, *Classroom Environment, *Educational Practices, *English Instruction, Higher Education, Metaphors, Models, *Student Needs, Teacher Student Relationship

Identifiers—Global Issues, World English

This paper asks what it means to construct classroom practice so that the expertise of students and teacher is called forth to respond to the challenge of meeting students' needs for English in the world and for the world. The paper suggests a model and metaphor of the classroom as an atelier—a place of artisanal practice in which the expertise of both students and teacher is acknowledged and deliberately engaged. To see what this is like, the paper offers the stories those in the conference group (i.e., the authors) told each other as they explored their experiences as teachers and learners. Each case illustrates how teachers, students, or members of the community variously take the roles of apprentices or experts. Each one also describes activities which engage students and teachers in passionate, personal, and critical ways of interacting with the world with and through language. The atelier/classroom is the site for the arts of discourse, that is the language arts. English curriculum should be a place for concentration on the language and discourse practices of contexts beyond the classroom. Contains 13 notes. (NKA)

ED 442 115 CS 217 163

Henterly, Ann Marie

Developmental Spelling and Phonemic Awareness in Kindergarten.

Pub Date—2000-06-00

Note—73p.; Master's project, Western Washington University.

Pub Type—Dissertations/Theses (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Instructional Effectiveness, *Kindergarten, *Kindergarten Children, Primary Education, *Reading Skills, Rural Education, *Spelling, *Spelling Instruction, Vocabulary Skills

Identifiers—*Phonemic Awareness

Thirty-eight rural kindergarten students participated in this quasi-experimental study designed to assess the effect of employing daily, sequential phonemic awareness exercises on kindergartners' developmental spelling skills. In September all students were assessed for letter recognition, symbol-sound correspondence, phoneme segmentation and blending skills, and developmental spelling level. The Peabody Picture Vocabulary Test (revised) for receptive language was administered to show equality between treatment and control groups. Both groups received the same instruction on alphabet recognition and sound-symbol correspondence. In late February, after 5 months of phonemic awareness training, the 20 students in the treatment group scored significantly higher on auditory three-phoneme blending and segmentation measures than the 18 children who did not receive the training. On an assessment of graphemic representation of three-phoneme words, the 14 non-ESL (English as a second language) students in the treatment group scored significantly higher than the 13 non-ESL students in the control group. An analysis of spelling in the journal writings in March showed that five students in the treatment group compared to one student in the control group were writing at the phonetic developmental spelling level (Gentry, 1982). The majority of children in both classes were writing at the semi-phonetic level. Students in the treatment group demonstrated a more consistent skill at rereading their writings than their counterparts in the control group. The results of this study suggest that phoneme segmentation skill increases student ability to represent more phonemes in words they attempt to write. Contains 23 references and 11 figures. Appendixes contain evaluation instruments and various learning tasks. (Author/RS)

ED 442 116 CS 217 164

Bailester, Valerie M. McDonald, James C.

Working Together? Relations between Writing Program and Writing Center Directors.

Pub Date—1999-04-15

Note—38p.; Paper presented at the Conference of the National Writing Centers Associations (Bloomington, Indiana, April 15-17, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, *Administrator Role, Higher Education, *Interprofessional Relationship, National Surveys, Occupational Surveys, *Program Administration, *Writing Instruction, *Writing Laboratories

Identifiers—Administrator Surveys

A study investigated the working relationship between writing program directors and writing center directors nationally, to develop a picture of such a relationship and to compare the nature and status of the two positions and the backgrounds of the people who hold them. In all, about 650 surveys were distributed to members of professional associations, and useable responses were received from 176 people. Responses suggest that writing program directors regard writing center directors more as partners and less as helpmates than they did in a 1988 study (Olson and Ashton-Jones), and that the relation of the program director to the center director is much more collaborative than supervisory. Often, collaboration and communication can help overcome a lack of power or status in their institutions or a lack of knowledge about composition research, management practices, or institutional politics. Still, survey data suggest that program directors enjoy a more privileged place in college/university structures and that the professionalization of center directors is lagging behind the professionalization of other writing program administrators. Respondents almost never described coming to an agreement about philosophies and goals as a result of collaboration. Many respondents mentioned how important it was for a director in either position to be a scholar in composition studies. (Contains 9 tables, 4 notes, and 27 references. Appended is a sample survey instrument.) (NKA)

ED 442 117 CS 217 165

Danielson, Elaine

The Importance of Nursery Rhymes.

Pub Date—2000-00-00

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, *Literacy, *Nursery Rhymes, *Prereading Experience, *Reading Aloud to Others, *Reading Readiness, *Reading Skills

Identifiers—Reading Behavior

This paper examines the benefit of nursery rhymes in literacy acquisition. It begins by discussing the history and attribution of various rhymes and the linkage of nursery rhymes with Mother Goose. It then suggests literacy advantages of children who know nursery rhymes over children who do not, which include the abilities to: (1) learn the intonation patterns of a language; (2) learn new words and concepts; (3) understand the basis of learning to read and write; and (4) appreciate poetry. The paper concludes that exploring rhymes in games, poetry and songs are enjoyable ways to provide knowledge and skills that can later help children become successful readers and writers. (Contains 16 references.) (EF)

ED 442 118 CS 217 166

Gee, James

The New Literacy Studies and the "Social Turn."

Pub Date—1999-00-00

Note—22p.

Available from—For full text: <http://www.schools.ash.org.au/litweb/page300.html>.

www.schools.ash.org.au/litweb/page300.html.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, *Discourse Analysis, Higher Education, *Literacy, *Social Environment, *Social Theories, *Sociocultural Patterns

Identifiers—New Literacy (Willinsky), Social Movements, *Textual Analysis

This paper defines the "social turn" as a philosophy focused on interaction and social practice, and states that it was fostered in the New Literacy Studies movement as well as 13 other movements, which all argued the importance and definition of the social in their own ways. The paper then discusses the philosophical underpinnings of the social turn and argues against the new capitalism, asking the question, "Is the social turn politically progressive?" The paper proceeds to state that the New Literacy Studies are based on the idea that reading, writing and meaning are situated within specific social contexts and discourses. The paper concludes that, in order to engage in enactive and recognition work, communicators who engage in discourse analysis can view texts in terms of language recruitment methods. The paper provides three examples of such language analysis. (Contains 64 references.) (EF)

ED 442 119 CS 217 167

Bloom, Lynn Z.

That Way Be Monsters: Myths and Bugaboos about Teaching Personal Writing.

Pub Date—2000-04-00

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, Higher Education, *Narration, Opinion Papers, *Writing Attitudes, *Writing Instruction, *Writing Processes

Identifiers—*Personal Writing, Writing Style, Writing Topics

Many traditionally held academic views of personal writing have myths embedded in them. These myths include: (1) anything written in the first person singular is autobiographical; (2) personal writing can only exist in an expressionist classroom and is often uncritical and unproblematic; (3) student personal writing is a dying genre, and college courses should concentrate on the new, complicated and difficult; (4) all personal writing is sufficiently alike in intellectual and aesthetic dimensions to be unworried to read or write; (5) encouraging students to write personally will cause them to be solipsists and egotists and to resist further writing development; and (6) personal writing is the antithesis of the normative, intellectually rigorous, objective way of dealing with information and controversy in the academic world. Overcoming these myths in the composition classroom and curriculum will encourage engaged reading, writing, and exchanging of ideas. (EF)

ED 442 120 CS 217 168

Hendricks, William A.

Composition Teachers and the Labor Movement.

Pub Date—2000-04-14

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000). Part of a Roundtable Session on The Politics of Academic Labor in Composition.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collective Bargaining, *Faculty College Relationship, *Faculty Organizations, Higher Education, *Labor Relations, *Labor Standards, *Unions, *Writing Teachers

Identifiers—Faculty Attitudes, Labor Organizers
Composition teachers should combine self-identification and direct political action by belonging to

the labor movement and working collectively toward expanding its range and power and consequently their own. Previously, members of the composition faculty have been involved in the labor movement, but several obstacles may interfere with deeper commitment. Barriers include: (1) the perception of many teachers that identification with the labor movement carries the taint of self-interest; (2) little understanding of organized labor's 20th century successes, in particular the heightening of respect for the working class; and (3) the perceived status of the labor movement as common rather than academic. Benefits of supporting organized labor would include improvements in wages and working conditions, increased job satisfaction, a renewed sense of public agency, and a more promising field for a progressive public agenda. (EF)

ED 442 121 CS 217 169**Chaucer's Wife of Bath [Lesson Plan].**

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—8p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsitement.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Characterization, Chronicles, *English Literature, Language Arts, Lesson Plans, *Medieval Literature, Middle English, *Poetry, Secondary Education, Sex Role

Identifiers—*Canterbury Tales, Response to Literature

This lesson introduces students to one of the most admired characterizations in Chaucer's "The Canterbury Tales," the Wife of Bath. Students read Chaucer's description of the Wife in the "General Prologue" to consider how he represents her, both as the poet of "The Canterbury Tales" and as a character in his own poem, then read the "Wife of Bath's Prologue," where he has her speak for herself, to gain additional perspective on her character. Next, students investigate some of the literary sources that Chaucer drew upon as he created this portrait of a woman with her own ideas about matrimony, and examine evidence about marriage in the Middle Ages and the role that women played in medieval society. Finally, students read the "Wife of Bath's Tale" and explore the alternative readings of the tale in relation to the character of the Wife of Bath. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (8-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 122 CS 217 170**Childhood through the Looking-Glass [Lesson Plan].**

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—6p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsitement.neh.gov/lessonplans.html>.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Childrens Literature, English Literature, *Illustrations, Language Arts, Lesson Plans, Novels, Poetry, Secondary Education

Identifiers—*Alice in Wonderland, Carroll (Lewis G)

This lesson explores the vision of childhood created by Lewis Carroll in "Alice in Wonderland." Students begin by looking at Carroll's photographs of the real Alice for whom Carroll imagined his story and compare the image of childhood that he captured on film with images of children in our culture. Then students read "Alice in Wonderland"

with special attention to the illustrations that Carroll had made for his book, and explore the relationship between words and pictures by creating an Alice illustration of their own. Next, for contrast, students compare Carroll's vision of childhood with that presented by the Romantic poet William Blake in his illuminated "Songs of Innocence and Experience." Finally, students consider the interplay of image and text in their own favorite children's literature and how the vision of childhood presented there compares to their experiences as children. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (6-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 123 CS 217 171
Common Visions, Common Voices [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—6p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)
 EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cultural Awareness, *Cultural Context, *Cultural Differences, Language Arts, Lesson Plans, Secondary Education, World Literature, Writing Assignments

The borders that separate and connect different cultures often come into sharpest relief when the focus is on themes and motifs found in the literature or the visual arts of several lands. With the Internet, students can discover such points of intercultural contact for themselves, crossing borders that can lead them to a broader perspective on the common vision human cultures share. The learning objectives of this lesson plan are: to expand awareness of themes and motifs common to many cultures; to encourage critical insight into the ways cultural context influences creative expression; to analyze and interpret the significance of themes and motifs within distinct cultures; and to organize and present a comparative statement of findings. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-11), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 124 CS 217 172
Evaluating Eyewitness Reports [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—7p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Case Studies, Civil War (United States), Historiography, *History Instruction, Interviews, Language Arts, Lesson Plans, Primary Sources, Research Skills, Research Tools, Resource Materials, Secondary Education, Writing Assignments

Identifiers—Chicago Fire 1871, *Witnesses

This lesson offers students experience in making historical meaning from eyewitness accounts that present a range of different perspectives. Students begin with a case study in working with alternative reports of a single event: the Great Chicago Fire of 1871. First, they compare two newspaper reports on the fire, then two memoirs of the fire written many decades later. After noting how these accounts complement and compete with each another, students produce a research report explaining how they

would use these primary source materials to write three kinds of history: a factual account of the fire, a description of the historical experience, and an interpretation of the fire's historical significance. Turning from this well-documented event, students next consider a unique eyewitness account—the diary kept by a Confederate girl when her Tennessee town was occupied by Union troops during the Civil War. The lesson asks students to evaluate the reliability of this primary source and to draw up a list of questions they would want to ask and issues they would want to explore before making this eyewitness report part of the historical record. To conclude the lesson, students apply their research skills to present-day eyewitness accounts, gathering published examples or conducting interviews, and produce a report on their value and use as historical evidence. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (6-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 125 CS 217 173
Exploring Arthurian Legend [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—5p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Films, Internet, Language Arts, *Legends, Lesson Plans, *Medieval Literature, Secondary Education, Story Telling

Identifiers—*King Arthur

The border between fact and fiction becomes blurred in legend, stories which themselves have a history, and in their evolving shape they carry the imprint of all the hands that passed them. Through the Internet, students can track the growth of a legend like that of King Arthur, from its emergence in the so-called Dark Ages to its arrival on the silver screen. The learning objectives of this lesson plan are: to examine the historical origins of the Arthurian legend; to investigate how medieval historians and storytellers reflected the concerns of their own times in their treatment of the legend; and to gain insight into the use of literature as historical evidence. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 126 CS 217 174
Jamestown Changes [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—8p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Census Figures, *Colonial History (United States), Elementary Education, Land Settlement, Language Arts, Lesson Plans, Primary Sources, Research Tools, Resource Materials

Identifiers—*Virginia (Jamestown)

In this lesson, students study census data showing the names and occupations of early settlers of the English settlement at Jamestown, Virginia, to discern how life changed in the Jamestown settlement in the first few years after it was founded. Learning objectives of the lesson plan are: (1) to gain experience gathering information from pri-

mary sources; (2) to examine changes over time in conditions at Jamestown as revealed in primary documents from early years in the colony; and (3) to organize a statement of findings. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (grades 3-5), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 127 CS 217 175
Life on the Great Plains. [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—11p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—American Indians, Area Studies, *Geographic Regions, High Schools, Language Arts, Lesson Plans, Letters (Correspondence), *Regional Characteristics, *United States History, Writing Assignments

Identifiers—Great Plains (North)

In this four-part lesson, students examine the concept of geographic region by exploring the history of the United States Great Plains. In Part I, students gather information about the location and environment of the Great Plains in order to produce a map outlining the region in formal terms. In Part II, students examine how the region has been mapped at different stages in United States history and create informational brochures which reflect the changes the maps mark in the functional definitions of the Great Plains. In Part III, students compare descriptions of the region, from the time of the Spanish conquistadors to the early 20th century, and write their own descriptions based on these models in order to gauge how changing perceptual definitions of a region reshape its identity and its relationship to human life. Finally, in Part IV, students compare images of two cultures that made their homes on the Great Plains, Native Americans and "sodbusters," and summarize their distinct ways of life and the distinctive regional identity each brought to the Great Plains by writing imaginary letters from a Native American and a sodbuster homesick for the land they have left behind. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 128 CS 217 176
Live from Antiquity! [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—5p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Greek Civilization, *Greek Literature, High Schools, Internet, Language Arts, Lesson Plans, *Theater Arts, Writing Assignments

Identifiers—Antigone, *Sophocles

Ancient languages are the deepest root of the humanities, drawing life from that distant time when the study of history, philosophy, literature, and of language itself began. On the Internet, students can return to those times, re-enter that age of discovery, and gain the linguistic skills to help keep the many branches of the humanities rooted there strong and vital. The learning objectives of this lesson plan are: to gain an appreciation for Greek

drama through the study of a play by Sophocles ("Antigone"); to explore the cultural and historical context of Greek drama and its role in Greek society; and to reconstruct the experience of seeing a Greek drama performed and share that experience in an imaginative report. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (10-12), and lists of the standards developed by professional or government associations that are related to the lesson as well as activities to extend the lesson. (RS)

ED 442 129 CS 217 177
Mark Twain and American Humor [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—8p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Characterization, High Schools, *Humor, Language Arts, Language Usage, Lesson Plans, *Short Stories, Story Grammar, *United States Literature

Identifiers—Twain (Mark)

In this three-part lesson, students examine structure and characterization in the short story and consider the significance of humor through a study of Mark Twain's "The Celebrated Jumping Frog of Calaveras County." In Part I, through skits and storytelling, students first examine the structure of Twain's story and the role he creates for his tall-tale storyteller, Simon Wheeler. They then investigate Twain's use of dialect by continuing a story that Wheeler starts to tell, imitating his comic style. In Part II, students compare Twain's story with one of the Sut Lovingood stories by George Washington Harris, again examining the story's structure by performing it as a skit. After considering how this structure "frames" the trickster Sut Lovingood, as compared to the frame Twain creates for his trickster, Jim Smiley, students produce a character sketch of Harris' comic protagonist and a sample of his humorous dialect. Finally, in Part III, students read a humorous story by Nathaniel Hawthorne in order to gain perspective on Twain's brand of humor and its significance within the context of American literary tradition. After debating the merits of "moral" humor like Hawthorne's as compared with the "folk" humor of Harris and Twain, students test the possibilities of blending these traditions by recasting a paragraph of Hawthorne's story in dialect style. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 130 CS 217 178
On the Oregon Trail. [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—5p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Creative Writing, Intermediate Grades, Junior High Schools, Language Arts, Lesson Plans, Photographs, Primary Sources, *United States History, Writing Assignments

Identifiers—*Oregon Trail, Pioneer Life, *Westward Movement (United States)

In this lesson, students work with primary documents and latter-day photographs to recapture the

experience of traveling on the Oregon Trail. The learning objectives of the lesson are: (1) to learn about the pioneer experience on the Oregon Trail; (2) to evaluate a historical re-enactment in light of documentary evidence; and (3) to synthesize historical data through creative writing. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (6-8), and lists of the standards developed by professional or government associations that are related to the lesson as well as activities to extend the lesson. (RS)

ED 442 131 CS 217 179
Perspectives on the Slave Narrative. [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—7p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Autobiographies, *Black Literature, High Schools, Language Arts, Lesson Plans, *Racial Discrimination, *Slavery, *United States Literature, Writing Assignments

Identifiers—*Slave Narratives

This lesson plan introduces students to one of the most widely-read genres of 19th-century American literature and an important influence within the African American literary tradition today. The lesson focuses on the "Narrative of William W. Brown, An American Slave" (1847), which, along with the "Narrative of the Life of Frederick Douglass" (1845), set the pattern for this genre and its combination of varied literary traditions and devices. To help students recognize the complex nature of the slave narrative, the lesson explores Brown's work from a variety of perspectives. Students first consider the narrative as a historical record, examining episodes that describe the conditions Brown lived through as a slave. Next, they examine it as a work of literature, investigating the rhetorical techniques Brown uses to shape his experiences into a story. Third, students consider the work's political dimension, weighing the arguments that Brown presents as an abolitionist spokesman and the degree to which his narrative should be treated as political rhetoric. Finally, students approach the narrative as an autobiography, a work of self-actualization in which Brown charts a spiritual as well as a literal journey to freedom. To conclude the lesson, students produce an essay explaining how Brown's narrative challenged the prejudices of white readers in his own time and how it challenges prejudices today. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 132 CS 217 180

A Storybook Romance: Dante's Paolo and Francesca. [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—9p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Characterization, High Schools, Language Arts, Lesson Plans, Literary Criticism, *Literature Appreciation, *Medieval Literature, *Poetry, Writing Assignments

Identifiers—*Dante (Alighieri), *Divine Comedy

This lesson plan highlights one episode in the "Divine Comedy" to provide students with an intro-

duction to Dante's poem. After a brief introduction to the opening of the "Divine Comedy," which portrays Dante as a pilgrim guided by the poet Virgil on a journey through the Christian afterlife toward God, students read Canto 5 of the "Inferno," which comes near the beginning of Dante's descent into Hell. Students refer to a diagram of Dante's underworld to understand the role of Minos at the start of this canto, then analyze Dante's description of the storm-tossed souls he encounters in order to gain further insight into his allegorical method. Next, students identify the famous lovers who set the stage for Paolo and Francesca and consider how they lend a literary dimension to readers' perception of this pair. Finally, students examine Francesca's "confession," comparing the philosophical style in which she first describes her love affair with the story-telling style she uses to describe what actually occurred. At the center of her story is the already-famous love story of Lancelot and Guinevere, and students consider how this story-within-a-story structure reflects on Francesca's own efforts to portray herself as a victim of courtly love. To conclude the lesson, students compare the effect that Lancelot's story had on Paolo and Francesca with the effect their story has on Dante in the poem, and the effect this layered episode has on Dante's readers today. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 133 CS 217 181

Tales of the Supernatural. [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—4p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Literature, High Schools, Language Arts, Lesson Plans, *Literary Genres, *Literature Appreciation, Novels, United States Literature

Identifiers—*Gothic, *Horror Fiction

Monsters have haunted the literary imagination from earliest times (e.g., the Cyclops, Grendel, etc.), but a particular interest in horror and the Gothic form dates back to the 18th and early 19th centuries. Taking their name from the Gothic architecture that often served as a backdrop to the action, these novels present supernatural events in naturalistic terms, thrilling readers with strange tales filled with mystery and terror. The learning objectives of this lesson plan are: to explore the origins and development of a literary genre; to investigate how shared imaginative concerns link the members of a literary period; to examine the evolution of a literary tradition; and to compare works of literature from different eras. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (10-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 134 CS 217 182

Women in Africa: Tradition and Change. [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—6p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

ment.neh.gov/lessonplans.html.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Blacks, Colonialism, *Females, Foreign Countries, Intermediate Grades, Language Arts, Lesson Plans, Secondary Education, *Sex Role, Writing Assignments

Identifiers—*Africa (Sub Sahara), African Art, *Postcolonial Literature, Village Life

While a single lesson plan cannot fully explore the variety and complexity of African life, in this lesson students can gain insight into the lives of some black women in Sub-Saharan Africa by adopting a perspective that is in part traditional, based on the arts of African village life, and in part postcolonial, based on the work of African women writing in English and French today. Students first examine a selection of traditional African artworks that portray women within precolonial family and community life. Then students explore the literature that women have created in postcolonial Africa and present a report on one writer, profiling her career and writing and commenting on the part that traditional values play in her work. (This second part of the lesson can be presented in English or French.) The learning objectives of the lesson plan are: (1) to learn about the role of women in traditional African village life; (2) to understand the contextual nature of artwork within traditional African village life; (3) to become familiar with women writers of postcolonial Africa; and (4) to examine how the traditions of village life influence postcolonial literature. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (6-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 135 CS 217 183

"You Kiss by the Book": Shakespeare's "Romeo and Juliet." [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—7p.; Also sponsored by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Characterization, Class Activities, *Drama, English Instruction, High Schools, Language Arts, *Language Usage, Lesson Plans, Literary Criticism

Identifiers—*Romeo and Juliet, Shakespeare (William)

This lesson plan complements study of plot and characterization in "Romeo and Juliet" by focusing on Shakespeare's use of lyric forms and conventions to spotlight moments in the drama and thereby heightens the impact of the action on the stage. Students look first at the sonnet in which Romeo and Juliet meet, analyzing the imagery to gain insight into the way Shakespeare's use of love sonnet conventions characterizes the moment and the relationship between the lovers. Then students act the passage to notice how Shakespeare stage manages this moment and consider what perspective his making the lovers almost literally "kiss by the book" lends to readers' perception of their characters. Finally, students enact the scene in which this moment occurs in order to notice how Shakespeare combines poetic forms, ranging from the almost-prose of Capulet and the Nurse to the melodramatic style of Tybalt, to achieve something akin to the cuts and framing that are possible in film. To conclude, students work in groups to find similar moments in the play (e.g., the balcony scene, the tomb scene, etc.) where Shakespeare spotlights the action through lyric form and at the same time invites the audience to see through the idealization of lyric conventions by having the characters act out these conceits on stage. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in

the lesson, the grade level (9-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 136 CS 217 184

Practical Criticism. [Lesson Plan].

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; Council of the Great City Schools, Washington, DC.; MCI WorldCom, Arlington, VA.

Pub Date—2000-00-00

Note—4p.; Also supported by the National Trust for the Humanities.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—High Schools, Internet, Language Arts, Lesson Plans, *Literary Criticism, *Literature Appreciation, *Poetry, Writing Assignments

Identifiers—Response to Literature

Anthologists and editors prepare the way for poetry readers, selecting works that reward close reading and assisting interpretation through annotation. But on the Internet people can return to poetry in its native state—one set of words among many others competing for appreciation—and read with fresh eyes. The learning objectives of this lesson plan are: to analyze the verbal devices through which poems make meaning; to compare one's personal interpretation of a poem with the personal interpretations of others; and to develop standards of literary judgment. The lesson plan also contains the subject areas covered in the lesson, time required to complete the lesson, the skills used in the lesson, the grade level (10-12), and lists of the standards developed by professional or government associations that are related to the lesson, as well as activities to extend the lesson. (RS)

ED 442 137 CS 217 185

Ogle, Donna M.

Multiculturalism: Cross-National Reflections.

Pub Date—1999-12-00

Note—13p.; Paper presented at the Annual Meeting of the National Reading Conference (49th, Orlando, FL, December 1-4, 1999).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cultural Maintenance, *Cultural Pluralism, *Educational Change, Elementary Secondary Education, Foreign Countries, *Multicultural Education, *Multilingualism

Identifiers—Asia, *Cultural Integration, *Educational Diversity, Europe (East)

This paper relates the experiences of the United States and selected Eastern European and Asian countries in incorporating multiculturalism into their educational systems. It begins by discussing political and social roots of the multicultural experience. It continues by examining multilingual education, including the development and use of indigenous languages. The paper then states that the educational inclusiveness of European countries in which there are two strong ethnic groups differs from the approach in the United States. The paper concludes that at this educational juncture, the United States can learn from European and Asian countries by observing how former "minority" cultures are incorporated, by observing how sensitivity is needed for the expectations of those entering a new culture, and by asking what priority should be put on multiple language learning. (EF)

ED 442 138 CS 217 189

Stoicheva, Mila

The Digital Divide and Its Implications for the Language Arts. ERIC Digest D153.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—EDO-CS-00-04

Pub Date—2000-07-00

Contract—ED-99-CO-0028

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 140, Bloomington, IN 47408-2698 Tel: 800-759-4723 (Toll Free); Web site: <http://eric.indiana.edu/>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Computer Uses in Education, Educational Technology, Elementary Secondary Education, Equal Education, *Internet, *Language Arts

Identifiers—ERIC Digests, *Technology Utilization

In the early years of the Internet, there was an expectation that the availability and easy access to online resources of unparalleled abundance would increase educational equity throughout the socioeconomic spectrum. In fact, research suggests that patterns of technology access often mirror existing inequalities rather than mitigate them, and if corrective steps are not taken, technology may worsen rather than solve equity disparities. Major obstacles to using the Internet are cost and knowledge of how to use the Internet. Among the educational benefits language arts teachers describe are those involving the development of research skills, integrated learning, interactivity, writing for real purposes and authentic audiences, handling difficult topics in new ways, multicultural learning, and collaborative problem solving. Despite the rapid growth of wired schools, surveys suggest that use of technology to affect classroom practice tends to be limited to small groups of teachers who are excited by the potential they believe technology has to motivate their students or to access new sources. Contains 20 references. (RS)

ED 442 139 CS 217 192

Anday-Porter, Sharon Henne, Kori Horan, Sandra

Improving Student Organizational Skills through the Use of Organizational Skills in the Curriculum.

Pub Date—2000-05-00

Note—50p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Action Research, Elementary Secondary Education, *Instructional Effectiveness, Problem Solving, Self Evaluation (Individuals), Self Management, *Skill Development, *Study Skills, Thinking Skills, *Time Management

This report describes a program for improving student organizational skills. The targeted population consisted of a fourth-grade self contained class, a sixth-grade science class, and a high school nine through twelve learning disability class in an elementary, middle, and high school setting. The schools were located in middle to upper class suburban communities in the Midwest. The deficiencies in organizational skills were documented with student, parent, and teacher surveys, and an organizational checklist. Analysis of probable causes indicated that many students of all ages lack organizational skills due to developmental factors, school structure, and parent involvement. The deficiencies of organizational skills adversely affected various situations, including student success. A review of the solution strategies suggested by other researchers, combined with an analysis of the problem setting, resulted in teaching students: time management skills, prioritizing, homework, study skills, organizing student materials in a desk, locker, backpack or trapper, and keeping an assignment notebook. The program included lessons in role playing, cooperative group activities, teacher modeling, problem solving activities, worksheets, self evaluation, checklists, and goal setting which were all incorporated into the curriculum. Post

intervention information collected indicated an increase in student organizational skills such as keeping an organized desk, locker, backpack and assignment notebook. Students showed improvement in homework completion and class preparation. (Contains 26 references and 11 tables of data. Appendixes contain 3 survey instruments and a semantic web.) (Author/RS)

ED 442 140 CS 217 193
Beers, Elizabeth A.

Fostering and Eliciting Emergent Literacy Skills in Potentially English Proficient Students.

Pub Date—2000-05-00
Note—68p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Action Research, *Classroom Environment, *Emergent Literacy, *Instructional Effectiveness, Kindergarten, Kindergarten Children, Primary Education, *Reading Readiness, Reading Skills, *Writing Readiness, Writing Skills

This report describes an early intervention program to elicit emergent literacy skills in Potentially English Proficient kindergarten students. The school is located in a suburb of a large city near a naval base. The problem, lack of literacy readiness skills, was documented with a battery of tests given prior to entrance in kindergarten and the results of teacher and parent surveys. Analysis of probable cause indicated that there was a lack of literacy readiness skills in the Limited English Proficient population needed in order to start the formal academic kindergarten instruction. This was due to developmental factors, dysfunctional families, frequent exposure to fast paced stimuli (television), and limited exposure to pre-educational opportunities. Another factor is due to some parents not aware that literacy was a form of discourse that is developed from birth and is translated into the academic environment when the child starts school. A review of the solution of strategies suggested by other researchers, combined with an analysis of the test results, resulted in the development of age appropriate activities to foster an environment conducive to the development of literacy skills. The program included lessons involving emergent literacy activities and the use of the multiple intelligences. Post intervention data revealed an increase in emergent literacy behaviors due to a literacy environment that was conducive to the students' needs. This included mnemonics, field trips, exposure to many forms of printed materials, developmental play, and centers related to pre-literacy and literacy skills. (Contains 37 references and 10 tables of data. Appendixes contain pretest and posttest data.) (Author/RS)

ED 442 141 CS 217 194
Henning, Diane Pickett, Anita

A Study of Improving Sight and Functional Vocabulary Development and Comprehension.

Pub Date—2000-05-00
Note—65p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Action Research, Functional Literacy, *Instructional Effectiveness, Middle Schools, Primary Education, *Reading Comprehension, Reading Improvement, Sight Vocabulary, *Vocabulary Development, *Vocabulary Skills

This report describes a program to increase sight/functional vocabulary to improve reading comprehension. The targeted population consisted of one 2nd-3rd grade and one 6th-8th grade cross-categorical self-contained class, located in an elementary school and a middle school. The schools were located in a northeast suburb of a major city in the Midwest. The problem of inadequate recognition of sight/functional vocabulary and its impact on com-

prehension was documented with parent, teacher, and student surveys, daily assignments, tests, and checklists. Analysis of probable cause data indicated that school environment played a role in the inability of students to acquire this vocabulary. Inadequate time spent on meaningful learning experiences hindered the comprehension required for long-term recall. Parental support was often lacking, which contributed to the children's deficits. A review of the solution strategies suggested by other researchers, combined with an analysis of the problem setting, resulted in the implementation of the following intervention strategies: thematic/functional word walls, the Edmark Reading Program, Home Reading Logs, Dolch Sight Word Wall, a Survival Signs Program, calendar activities, vocabulary games, and community-based field trips. More intervention techniques were needed to improve basic reading sight vocabulary. However, post intervention data indicated that the students improved their knowledge and recognition of functional environmental signs. (Contains 53 references, and 13 tables and 3 figures of data. Appendixes contain student, parent, and teacher survey instruments.) (Author/RS)

ED 442 142 CS 510 320
Murray, Michael

Using the Internet as a Classroom Information and Image Resource for the Development of a Television Advertising Campaign.

Pub Date—2000-04-00

Note—23p.; Paper presented at the Annual Meeting of the Central States Communication Association (68th, Detroit, MI, April 13-16, 2000). Some photographs may not reproduce adequately.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, Assignments, Higher Education, *Information Sources, Instructional Effectiveness, *Internet, Introductory Courses, *Production Techniques, *Radio, Student Motivation, *Television Curriculum
Identifiers—*Advertising Education, Western Illinois University

This report describes the use of the Internet as an image and information resource in an introductory television and radio production class (COMM 223: Principles of Radio and Television Production) at Western Illinois University. The report states that the class's two lab sections spent the first half of the semester preparing a television advertising campaign portfolio and the second half completing hands-on production assignments in radio. It discusses the specifics of the advertising campaign assignment, lab activities, and some of the problems students encountered in the production of their ad campaigns. The report also offers a brief comparison of Fall 1999 semester to previous semesters in terms of students' success in producing the ad campaign portfolios and their level of motivation and interest in the assignment. Appendixes provide examples of class materials and students' work, which are discussed in the report. (NKA)

ED 442 143 CS 510 330
Henry, Mallika

The Player and the Playing: An Interpretive Study of Richard Courtney's Texts on Learning through Drama.

Pub Date—1999-00-00

Note—411p.; Doctoral dissertation, School of Education, New York University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Drama, *Learning Processes, Metaphors, Qualitative Research, *Scholarship

Using qualitative and interpretive methodologies, this dissertation analyzed Richard Courtney's writings to interpret his basic ideas on learning through drama. It focused on later writings (1989, 1990, 1995, 1997) in which Courtney distilled ideas he had been working on for as many as 30 years. It approached Courtney's texts using dramatic metaphors which concretized his predominantly abstract writings. These metaphors focused on find-

ing the basic elements of a drama: the setting, the act, the actor, and the Other. Through the lenses afforded by these metaphors, the thesis examined Courtney's wide-ranging, eclectic and often imprecise ideas to distill major themes. Courtney used notions like metaphor, symbol, ritual, Being, mind, perspective, oscillation and quaternity with apparently shifting definitions and loosely circumscribed meanings. It collected and analyzed Courtney's meanings recursively, both distilling Courtney's meanings and expanding them through concrete hypothetical examples. Courtney wrote about drama in abstract terms, using notions he had garnered from other disciplines to describe the process of learning through drama. The final construction that emerged in this dissertation represents the experience of the actor/learner: it is concentric, radiating from a nub which represents the feelings and imagination of the actor. Radiating circles represent the actor's metaphoric thinking, taken here as a cognitive approach to perspectival understandings of self and others, in an existential form of learning. This construction has implications for research and education. It refers to the many dramas that take place in living interactions. It is a construction for understanding and facilitating the learning processes which take place in the dynamic interactions between people, and which inform personal awareness and understanding. Contains approximately 675 references and 24 figures. Appendixes contain sample pages from Courtney's bibliography, sample letters from him, and a photograph of Courtney. (Author/RS)

ED 442 144 CS 510 331

Hiebert, Ray E., Ed.

PR Bibliography, 2000.

Report No.—ISSN-0363-8111

Pub Date—2000-00-00

Note—115p.; "Pergamon." For the 1999 edition, see ED 432 021.

Available from—Elsevier Science, Inc., 655 Avenue of The Americas, New York, NY 10010-5107. Web site: <http://www.elsevier.com/>

Journal Cit—Public Relations Review: A Journal of Research and Comment; v26 2000

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Administration, Annotated Bibliographies, Ethics, Higher Education, *Marketing, Mass Media Effects, *Media Research, *Organizational Communication, *Public Relations, Speech Communication

Identifiers—Professional Concerns, Research Synthesis

This annotated bibliography presents an overview of journal articles and books on public relations that can be helpful to teachers and students as well as to practitioners and managers. Categories for this 2000 edition correspond to knowledge needed by public relations undergraduate majors, as determined in a study conducted by the 1999 Commission on Public Relations Education. This bibliography is subdivided into 37 categories including: campaigns; corporate social responsibility; cultural communication; education; ethics; feminism; management; media relations/media effects; minority relations; nonprofit and fundraising; speech/spokespersons; technology; and writing techniques. An alphabetical list of journals is attached. (EF)

ED 442 145 CS 510 332
Morreale, Sherwyn P., Ed. Cooper, Pamela Perry, Carolyn

Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade. Second Edition.

National Communication Association, Annandale, VA.

Pub Date—2000-07-00

Note—30p.; For the first edition, see ED 337 828.

Available from—National Communication Association, 5105 Backlick Road, Annandale, VA

22303 (\$6).
 Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Academic Standards, *Communication Skills, *Curriculum Development, Elementary Secondary Education, Language Skills, *Speech Communication
 Identifiers—*Media Literacy, *Speech Communication Education
 This paper outlines suggested guidelines for oral communication curricula that are an important step in establishing educational standards for teaching students how to communicate orally in the diverse situations they encounter. It notes the guidelines should be adapted to the unique capabilities and needs of students. The paper contains three main sections entitled: (1) Enhancing the Role of Oral Communication in Elementary and Secondary Education; (2) Oral Communication Curriculum: Objective, Overview, and Criteria; and (3) Oral Communication Competencies and Content Areas for Kindergarten through Twelfth Grade. An appendix lists standards for speaking, listening and media literacy in K-12 education. Contains 28 references and 2 tables. (EF)

ED 442 146 CS 510 333

Andersen, Kenneth E.

We Had a Dream: Now Let Us Share the Vision.

Pub Date—1999-07-25

Note—7p.; Keynote address given at the Credo for Communication Ethics National Communication Association Summer Conference (Rosslyn, Virginia, July 25, 1999).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Ethics, Higher Education, Participative Decision Making, *Policy Formation, Position Papers, *Strategic Planning
 Identifiers—*Communication Ethics, *Communicative Intention

This paper calls for a credo for communication ethics to be established. The credo will consist of two parts: a description of ethical communication, its importance, and application guidelines; and a statement of beliefs which expound upon the description. The credo will be established using the intellectual capital of communications educators and researchers, as well as the heritage of rhetorical thought and the growing consciousness of the breadth and depth of the communication enterprise and its dominant role in our world. Several guidelines are suggested for the formation of the credo: (1) it must be grounded in respect for the moral worth of each human being and in democracy and democratic values; (2) it must account for the ethical dimension of all communication, for various communication roles and responsibilities, and for the increased power of communication and its consequent uncontrollable nature; (3) it must be offered as suggestion rather than commandment; and (4) it must be broadly applicable. (EF)

ED 442 147 CS 510 336

Abdullah, Mardziah Hayati

Media Literacy. ERIC Digest D152.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
 Report No. —EDO-CS-00-03

Pub Date—2000-07-00

Contract—ED-99-CO-0028

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 140, Bloomington, IN 47408-2698. Tel: 800-759-4723 (Toll Free); Web site: <http://eric.indiana.edu/>

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, Class Activities, Elementary Secondary Education, *Mass

Media, *Mass Media Effects, *Mass Media Role, Social Bias, Stereotypes
 Identifiers—ERIC Digests, *Media Literacy

Noting that children today are growing up in a "media saturated" world in which mass media, including the Internet, have a commanding presence in daily life, this Digest argues that it is imperative for educators to teach what M. Megee (1997) calls "the new basic"—media literacy—so that learners can be producers of effective media messages as well as critical consumers of ideas and information. It discusses what media literacy is, understanding media messages, identifying stereotypes and biases, reading beyond realism, and understanding audiences. It concludes with possible learning activities and Web site addresses of three media literacy organizations. (RS)

ED 442 148 CS 510 337

Matheson, Susan Moon, Melissa Winicki, Amy

Improving Student Ability To Follow Directions through the Use of Listening Skills Instruction.

Pub Date—2000-05-00

Note—70p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Action Research, Cooperative Learning, Elementary Education, Grade 3, Grade 4, Instructional Effectiveness, *Listening, Listening Habits, *Listening Skills

Identifiers—Active Listening, Direct Instruction

This report describes a program for improving active listening skills and the ability to follow oral directions. The targeted population consisted of third and fourth grade students in three different elementary schools. Two schools are located in far northern suburbs outside a large midwestern city. The other school is a southern suburb of a smaller midwestern city. The problem of poor listening skills was documented with teacher, parent, and student surveys, standardized testing scores, and teacher checklists. Analysis of probable cause indicated that lack of instruction, environmental issues, physical conditions of students, and psychological factors may affect the students' listening. Review of the research also indicated that students were not introduced to listening skills in the school setting. A review of the solution strategies suggested by other researchers, combined with an analysis of the problem setting, resulted in the development of listening skill instruction and the reduction of noise levels in the environment. The program included cooperative learning activities, direct instruction of active listening, and various listening activities. Post intervention data indicated an increase in student use of active listening skills and an improvement in student awareness of the components of active listening. (Contains 29 references and 9 tables of data. Appendixes contain survey instruments and pre and posttests.) (Author/RS)

ED 442 149 CS 510 338

Aguirre-Sacasa, Roberto

"Caddie Woodlawn": Adapted by Greg Gunning from the Novel by Carol Ryrie Brink. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Characterization, Class Activities, Cultural Activities, Elementary Secondary Education, Novels, Playwriting, *Theater Arts, United States History
 Identifiers—*Drama in Education

This performance guide is designed for teachers to use with students before and after a performance

of "Caddie Woodlawn," adapted by Greg Gunning from the novel by Carol Ryrie Brink. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Characters (introducing the characters in the play and explaining some theatrical conventions such as narrators, scenes, and actors doubling parts); (2) The Story (offering a story synopsis and looking at where the story takes place on the map); (3) Westward Ho: The Setting (discussing pioneer life and the movement West, and how props and set pieces recreate this time); (4) Language on the Frontier (helping students understand language in the play that might be unfamiliar to them); (5) From Book to Play (looking at the challenges of adapting a book into a play that can be performed on a stage); (6) Carol Ryrie Brink and the "Real" Caddie (describing how the author wrote this book based on stories her grandmother told her about growing up on the Wisconsin frontier, and listing resources for further explanation); and (7) Going to the Kennedy Center (about the audience's role and the Kennedy Center itself). (SR)

ED 442 150 CS 510 339

Rees, Elizabeth

"Tales from the Brazilian Jungle": Antonio Rocha, Storyteller. Cue Sheet for Teachers.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1999-00-00

Note—6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Cultural Activities, Elementary Secondary Education, Foreign Countries, Language Arts, Multicultural Education, *Pantomime, Rainforests, Science Instruction, *Story Telling, *Theater Arts

Identifiers—*Amazon Basin, *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "Tales from the Brazilian Jungle" with storyteller Antonio Rocha. The guide, called a "Cuesheet," contains four sheets for use in class. The first, "About the Performance," prepares students for understanding references to the Amazon rainforest, and introduces the four stories presented in the performance. The second, "Getting Ready To See 'Tales from the Brazilian Jungle,'" discusses and presents activities for imagining the rainforest, what storytelling is, telling stories, what good stories are, a storyteller's tools, and storytelling with mime. The third, "Going to the Kennedy Center," helps students understand what a good audience does and discusses visiting the Kennedy Center itself. Resources are listed for further explanation. (SR)

ED 442 151 CS 510 340

Aguirre-Sacasa, Roberto

"Ramona Quinby": Adapted by Len Jenkin from the Ramona Books by Beverly Cleary. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-00-00

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Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Characterization, Class Activities, Cultural Activities, Elementary Sec-

ondary Education, *Novels, Playwriting, Production Techniques, *Theater Arts
 Identifiers—*Ramona Books (Cleary)

This performance guide is designed for teachers to use with students before and after a performance of "Ramona Quimby," adapted by Len Jenkin from the Ramona books by Beverly Cleary. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Characters (introducing the characters in the play, and theatre conventions such as scenes, narrators, and actors doubling roles); (2) The Story (offering a story synopsis); (3) Your Neighborhood (offering a description and a map of the neighborhood in which the story takes place, and the props and set pieces used to create that world); (4) From Book to Play (discussing how playwrights adapt books to plays and how this play was adapted from several books); (5) Imagination in "Ramona Quimby" (discussing the role of imagination in the play and in the theatre); (6) Beverly Cleary (about the author Beverly Cleary and how she came to write books); and (7) Going to the Kennedy Center (about the audience's important role in a performance and about the Kennedy Center itself). Resources for further exploration are listed. (SR)

ED 442 152 CS 510 341

Flynn, Rosalind M.

Sogolon Marionettes. Cue Sheet for Teachers.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-00-00

Note—6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Class Activities, Cultural Activities, Elementary Secondary Education, Foreign Countries, Multicultural Education, *Puppetry

Identifiers—*Drama in Education, Mali, *Marionettes

This performance guide is designed to help teachers prepare students to see the Sogolon Marionettes performing one of two stories from the West African country of Mali. The guide, called a "Cuesheet," contains four activity sheets for use in class, addressing: (1) About the Performance (offering a performance overview of the stories, and some helpful vocabulary about the stories or puppetry); (2) Getting Ready To See Sogolon Marionettes (locating the country of Mali, discussing the ancient tradition of puppetry in West Africa, exploring the telling of stories without words, discussing the puppets themselves, becoming a marionette oneself, introducing the master puppeteer, and things to watch for during the performance); and (3) Going to the Kennedy Center (helping students understand the important role of the audience in a live performance, and discussing visiting the Kennedy Center). Resources for further exploration are listed. (SR)

ED 442 153 CS 510 342

Selwyn, Karen P.

"Lyle, Lyle, Crocodile": A New Musical Based on the Books by Bernard Weber. Cue Sheet for Teachers.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1999-00-00

Note—6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>

[ter.org/cuesheet/theater.html](http://artsedge.kennedy-center.org/cuesheet/theater.html)

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Class Activities, Cultural Activities, Elementary Education, *Theater Arts

Identifiers—*Drama in Education, *Musicals

This performance guide is designed for teachers to use with students before and after a performance of "Lyle, Lyle, Crocodile," a musical based on the books by Bernard Weber, with book by Michael Slade, music by David Evans, and lyrics by Mindi Dickstein. The guide, called a "Cuesheet," contains four activity sheets for use in class, addressing: (1) What Happens in the Story (with a brief summary for students of the story); (2) Getting Ready To See "Lyle, Lyle, Crocodile" (with several activities that each introduces and aspect of musical theatre, including Understanding the Story, From Story to Stage, What's a Musical? Actors Pretend, Props Help Tell the Story, and with background on geography, languages, including some lines from the play); and (3) Going To See "Lyle, Lyle, Crocodile" (discussing the audience's important role in a live theatre performance, and describing visiting the Kennedy Center). Resources for further exploration are listed. (SR)

ED 442 154 CS 510 343

Pratt, Suzanne

"The Nightingale": A Dance-Theater Performance Conceived & Choreographed by Dana Tai Soon Burgess. Cue Sheet for Teachers.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-00-00

Note—10p.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Cultural Activities, *Dance, Elementary Education, Problem Solving, Production Techniques, Story Telling, *Theater Arts

Identifiers—Andersen (Hans Christian), *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "The Nightingale," a dance-theater performance conceived and choreographed by Dana Tai Soon Burgess, written and directed by Mary Hall Surface, and adapted from the story by Hans Christian Andersen. The guide, called a "Cuesheet," offers four Reproducible Activity Pages for students, as well as learning activities and information for teachers to share with young people before and after attending the performance. Materials for teachers address Using the Reproducible Activity Pages, Theater Conventions, and Problems To Solve (appreciating creative solutions that playwrights invent to solve theatrical problems). Reproducible Activity Pages include a Story Map (illustrating what happens in the play), Dancing a Story (a page of representative dance styles which may be similar to styles of movement found in the performance of "The Nightingale"), Designing Nightingales (familiarizing students with the job of the costume designer and encouraging them to think creatively), and Going to the Theater (familiarizing students with theater behavior). (SR)

ED 442 155 CS 510 344

Molloy, Dawn Eddy

"Little Women": Adapted for the Stage by Paulette Lauffer. Based on the Novel by Louisa May Alcott. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>

[ter.org/cuesheet/theater.html](http://artsedge.kennedy-center.org/cuesheet/theater.html)

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Class Activities, Cultural Activities, Elementary Secondary Education, Novels, Playwriting, Production Techniques, *Theater Arts

Identifiers—*Alcott (Louisa May), Drama in Education, *Little Women

This performance guide is designed for teachers to use with students before and after a performance of "Little Women," adapted for the stage by Paulette Lauffer and based on the novel by Louisa May Alcott. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) From Novel to Stage Play (with background information about the story setting and the change from novel to play); (2) Characters and Resources (describing the characters and showing how three actors play the 10 roles); (3) Costumes (how characters' costumes reveal age, social status and attitudes); (4) Lines (from the play, with questions to discuss); (5) Adapting a Novel for the Stage/Script It! (getting a feel for the playwright adapter's job by trying some adaptation); (6) Your Script; and (7) Rigmarole (telling a story by playing Jo's favorite game) and The Final Collaborator (looking at the audience's role). (SR)

ED 442 156 CS 510 345

Carr, Gail

"Growing Up Cuban in Decatur, Georgia": Carmen Agra Deedy. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1998-00-00

Note—10p.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Cultural Activities, Cultural Awareness, Cultural Differences, Elementary Secondary Education, Foreign Countries, Immigration, Language Arts, Multicultural Education, Refugees, *Story Telling, *Theater Arts

Identifiers—Cuba, Georgia

This performance guide is designed for teachers to use with students before and after attending a storytelling performance of "Growing Up Cuban in Decatur, Georgia" by Carmen Agra Deedy. The guide, called a "Cuesheet," contains seven reproducible sheets for use in class, addressing: (1) A True Story (brief historical background on Cuba and questions in immigration and moving); (2) From Cuba to Georgia (a map of the southeastern U.S. and Cuba, with brief information on Carmen's family's exile); (3) The Storyteller (the author tells us about herself); (4) Storytelling (with questions for discussion regarding what makes a good storyteller and what makes a story worth telling); (5) Picture This (telling stories with images) and Resources (for more information about the storyteller, about Cuba, or about telling family stories); (6) Listen for These Lines (lines to think about before and after the performance); and (7) Tell Your Own Story (an activity to help students outline a story of their own to tell, and to evaluate it). (SR)

ED 442 157 CS 510 346

Briley, Rachel

The Potato People in "School Daze": Presented by Theatre Beyond Words. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1998-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>

ter.org/cuesheet/theater.html.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acting, Class Activities, Creative Dramatics, Cultural Activities, Elementary Education, Music, *Pantomime, *Puppetry
Identifiers—*Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of the Potato People in "School Daze." The guide, called a "Cuesheet," contains seven pages of reproducible activity sheets for use in class with activities and discussion questions on the following topics: (1) Meet the Characters (introducing students to what characters are, and who they are; and including some puppet activities); (2) New Experiences (helping students relate the theme of new experiences to their own lives); (3) The Three "M's": Mime, Music, and Masks (how actors communicate to the audience the meaning of the play using mime, music, and masks); (4) Mime Time (with activities for students to explore mime through group mime, narrative pantomime, a sound and mime story, and discussion questions); and (5) Playing Your Part (about attending a performance and the audience's role). Resources are listed for further exploration. (SR)

ED 442 158

CS 510 347

Brown, Victoria

"Borrowed Black": A Labrador Fantasy from the Book by Ellen Bryan Obed, Adapted for Stage by Mermaid Theatre of Nova Scotia. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1998-00-00

Note—10p.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acting, Class Activities, Cultural Activities, Elementary Secondary Education, Foreign Countries, Problem Solving, *Puppetry
Identifiers—*Drama in Education, Labrador

This performance guide is designed for teachers to use with students before and after a performance of "Borrowed Black: A Labrador Fantasy," by the Mermaid Theatre of Nova Scotia. The guide, called a "Cuesheet," contains seven reproducible activity sheets for use in class, addressing: (1) The Story (orienting students to the characters and places of the story, and with a basic story outline); (2) Before Attending the Performance (on creating the characters, problems to solve, creating the character "Borrowed Black," creating a Borrowed Black puppet, and myths and legends about the moon); (3) After Attending the Performance (with activities such as interviewing characters and writing newspapers articles about them, and with questions to consider); and (4) Theater: A Collaborative Art (describing the audience's role in a performance). Resources for further exploration are listed. (SR)

ED 442 159

CS 510 348

Dopp, Virginia Stuart

"A Village Fable: In the Suicide Mountains": A One-Act Musical Play Based on the Novella "In the Suicide Mountains" by John Gardner. Book by James Still. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1998-00-00

Note—10p.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Cultural Activities, Elementary Secondary Education, Novels, *Play-

writing, Production Techniques, Suicide,

*Theater Arts

Identifiers—*Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "A Village Fable, In the Suicide Mountains," A one-act musical play based on the novella "In the Suicide Mountains" by John Gardner, and presented by The Coterie Theatre. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) A Village Fable (offering a story synopsis, introducing important characters, and offering activities that examine different ways to say lines from the play); (2) Ways of the Stage (looking at theatre conventions, production problems, and the role of the audience); (3) About Adaptations (looking at the challenges of adapting a story into a play script); and (4) Superstition on Stage (discussing both ancient and current superstitions, and listing resources for people who "hurt too much"). (SR)

ED 442 160

CS 510 349

Molloy, Dawn Eddy

"Angels Voices": Libretto by Gary Race. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1996-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Cultural Activities, Death, Elementary Secondary Education, Foreign Countries, Multicultural Education, Opera, *Production Techniques
Identifiers—*Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "Angels Voices," with libretto by Gary Race and music by Noa Ain. The guide, called a "Cuesheet," is in the form of a Director's Notebook (a scrapbook/journal of clippings, quotations, illustrations, notes, and other items) to show how a director finds and develops ideas that come alive on stage. The opera seeks to lead audience members on a journey from the noisy modern world to a quiet place, showing the audience that the voices of people who have gone before them and the legends of long ago are always with them, but they must make time to listen. The Cuesheet contains seven activity sheets for use in class, addressing: (1) Developing the Story (describing the collaborative art form of opera, what a libretto is, outlining the opera's story and characters, outlining death myths from South America, Africa, Asia, and Native North America, and listing resources (both books and recordings) for further exploration); (2) Design Problems To Solve (outlining design problems in costume, set, and music design that needed solving); (3) Costume Sketches (looking at solving costume design problems and how costumes reflect season, social status, time in history, and country of origin); (4) Working with the Cast (offering notes on choosing a cast, and rehearsal notes on working with these singers/actors); and (5) Audience Notes (the audience's role and the art form of opera). (SR)

ED 442 161

CS 510 350

Flynn, Rosalind

"Anne of Green Gables": A One-Act Musical Based on Lucy Maud Montgomery's Novel. Cue Sheet for Teachers.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1994-00-00.

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

ter.org/cuesheet/theater.html.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Class Activities, Cultural Activities, Novels, Playwriting, Secondary Education, *Theater Arts

Identifiers—*Anne of Green Gables, Drama in Education, Montgomery (Lucy Maud), *Musicals

This performance guide is designed for teachers to use with students before and after a performance of the one-act musical based on Lucy Maud Montgomery's novel, "Anne of Green Gables," with music by Richard DeRosa and book and lyrics by Greg Gunning. The guide is designed to help teachers foster students' appreciation of theatre, dance, and music. The activities involve students in high-level thinking skills, accommodate differing learning styles, and draw connections to various parts of the curriculum. The guide, called a "Cuesheet," offers five activity pages for students. Materials for teachers address using the reproducible student activity pages and offers background information on author Lucy Maud Montgomery, Prince Edward Island (where the story takes place), on theatre conventions, adapting the novel into a musical play, and on audience collaboration. They also list resources about Lucy Maud Montgomery. Students' reproducible activity pages include a story synopsis, a look at the characters in the play and how actors double roles, lines from the play and character insights, items from the Victorian era, and the role of imagination in the theatre and in the character Anne. (SR)

ED 442 162

CS 510 351

Jennings, Caele Sinnette

"Black Nativity." December 12-31, 1995. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1995-00-00

Note—6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, *Black Culture, Black Literature, Cultural Activities, Elementary Secondary Education, Multicultural Education, *Theater Arts

Identifiers—African Americans, *Christmas, Drama in Education, *Gospel Music

This performance guide is designed for teachers to use with students before and after a performance of "Black Nativity," a play about the birth of Jesus, celebrated in the tradition of African-American culture and with gospel music at its heart. The guide, called a "Cuesheet," contains three sheets for use in class, addressing: (1) Celebrating the Holiday Season; (2) The Creation of "Black Nativity"; (3) What Gospel Music Is; (4) Elements To Listen for in Gospel Music; (5) The Gospel Tradition of Collaboration, with information about the playwright, the director, and the audience's role; and (6) Questions for Before and After the Performance. (SR)

ED 442 163

CS 510 352

Pratt, Suzanne

"The Book of Miracles" by David S. Craig and Robert Morgan. Cue Sheet.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1996-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Allegory, Audiences, Class Activities, Cultural Activities, Elementary Second-

ary Education, Symbols (Literary), *Theater Arts

Identifiers—*Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of "The Book of Miracles," by David S. Craig and Robert Morgan. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) What Happens in "The Book of Miracles?" (introducing the story, the cast, and some important vocabulary); (2) Forming Mental Images (with information about how women were forbidden to appear on stage at many times in theatre history, and with activities encouraging students to form mental images of characters and settings of the play); (3) Listen for These Lines (discussing the willing suspension of disbelief and other theatre conventions, and presenting certain lines from the play for discussion); (4) Building the Magic: Audience Collaboration (offering some tips on the audience's role in live theatre); (5) "The Book of Miracles": Allegory and Symbols (explaining allegory and symbol, and looking at what they might mean in this play); (6) After the Performance Activities (with suggested activities for after the performance); and (7) From Childhood to Adulthood (offering a discussion of how, in various cultures, children know when they are grown up). Resources for further exploration are listed. (SR)

ED 442 164 CS 510 353

Waterfall, Milde M.

"Children of the Sun" by N. Scott Momaday. Cue Sheet.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-00-00

Note—14p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, *American Indian History, *American Indian Literature, Audiences, Cultural Activities, Elementary Secondary Education, Production Techniques, *Theater Arts

Identifiers—*Drama in Education, Kiowa (Tribe)

This performance guide is designed for teachers to use with students before and after a performance of "Children of the Sun," by N. Scott Momaday. The guide, called a "Cuesheet," is in the form of a Director's Notebook—a scrapbook/journal of clippings, memos, lists, illustrations, notes, and other items—to show students how a director finds and develops ideas to make a playwright's script come to life on stage. The Cuesheet contains 10 sheets for use in class, addressing: (1) The Kiowa (offering background information about the geography and history of the Kiowa, known as the children of the sun god); (2) The Story (presenting a summary of the play, which is based on sacred stories of the Kiowa); (3) Playwright and Composer (with biographies of each and a list of books or recordings by them); (4) Notes to the Cast (offering some lines from the script and a discussion of foreshadowing and anachronisms); (5) Set Design (looking at the role of set design, props, and lighting in telling the story and experiencing its magic and mystery); (6) Costume Design (including some preliminary costume sketches and examining how actors "double" parts and how costumes help express character); and (7) The Audience (discussing the audience's role in live theatre). (SR)

ED 442 165 CS 510 354

Stoudt, Charlotte

"The Color of Justice" by Cheryl L. Davis, Presented by Theatreworks U.S.A. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Wash-

ington, DC.

Pub Date—1997-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Black Achievement, *Court Litigation, Cultural Activities, Elementary Secondary Education, Production Techniques, *Racial Integration, *Racial Segregation, *Theater Arts, United States History

Identifiers—*Marshall (Thurgood), Supreme Court

This performance guide is designed for teachers to use with students before and after a performance of "The Color of Justice," by Cheryl L. Davis, the true story of the fight for freedom of an elementary school girl and an outspoken lawyer in the 1950s, and how they teamed up to change forever the way black and white Americans lived and learned together. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The True Story of "The Color of Justice" (outlining the real-life events of the early 1950s in the lives of Linda Brown and Thurgood Marshall upon which the play is based, introducing the characters, and explaining some vocabulary terms); (2) The Supreme Court (outlining information about the Supreme Court); (3) The Color Line: Segregation in Daily Life (describing how activities and places were separated based on people's skin color, and offering an activity to help students understand the impact of segregation); (4) Production Notebook: A Closer Look (with ideas of things to listen and look for before and after the performance, a discussion of how an actor can play three different people, description of cooperation on and off stage, and the important role of the audience in this collaboration); and (5) Thurgood Marshall (offering a brief biography of the man who helped to significantly redefine America's sense of justice). Resources for further exploration are listed. (SR)

ED 442 166 CS 510 355

Carr, Gail

Geri Keams: "Coyote and Spider Woman and Other Creation Stories." Cue Sheet.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1996-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, American Indian Literature, Audiences, Cultural Activities, Elementary Secondary Education, Multicultural Education, *Navajo (Nation), *Story Telling, *Theater Arts

Identifiers—Coyote Stories, *Drama in Education, *Native Americans

This performance guide is designed for teachers to use with students before and after a storytelling performance of "Coyote and Spider Woman and Other Creation Stories," by Geri Keams, a Navajo storyteller. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Storyteller Tells Her Story (where the storyteller describes the importance of storytelling as she was growing up and discusses her work); (2) Telling Stories (discussing why tell stories, what makes good storytelling—including words, voice, facial expressions, and body movements, and listeners who are partners—and what makes a story worth telling); (3) The Stories (providing some information about two stories and offering a Venn diagram for story discussion); (4) Picturing a Story (with an illustration activity for students based on the performance they attended); and (5) What Did You Learn? (an activity sheet to show what students learned

about Native Americans from listening to these stories). Resources for further exploration are listed. (SR)

ED 442 167 CS 510 356

Carr, John C.

John Steinbeck: "The Pearl," Adapted by Warren Frost and Dramatized for the Kennedy Center by Nick Olcott. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1995-00-00

Note—14p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Class Activities, Cultural Activities, Elementary Secondary Education, Novels, Production Techniques, *Theater Arts

Identifiers—*Drama in Education, *Pearl (The), Steinbeck (John)

This performance guide is designed for teachers to use with students before and after a performance of "The Pearl" by John Steinbeck, adapted by Warren Frost and dramatized for the Kennedy Center by Nick Olcott. It is in the form of a Director's Notebook—a scrapbook/journal of clippings, memos, lists, illustrations, notes, and other items—to show students how a director finds and develops ideas to make a playwright's script come to life on stage. The "Cuesheet" contains 10 sheets for use in class, addressing: (1) Locale and Origin of "The Pearl" (looking at the original folktales heard in Baja, California); (2) The Story and Characters of the Play; (3) Important Dialogue (with important lines from the play for discussion); (4) Social Background and Resources (looking at social and power relationships in the story, and listing resources for further exploration); (5) Design Problems To Solve (looking at set, sound and music, and costume design issues that contribute to the play's effectiveness); (6) Pearl Lore (with information about how pearls are formed, their value, where they are cultured, and beliefs about pearls); (7) Why a Theatre Audience Is Unique (discussing the important role of the audience in live theatre); and (8) About John Steinbeck. (SR)

ED 442 168 CS 510 357

Pratt, Suzanne

"The Snow Queen": Adapted from the Story by Hans Christian Andersen by Sandra Deer. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1995-00-00

Note—10p.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Class Activities, Cultural Activities, Elementary Secondary Education, *Fairy Tales, Playwriting, Production Techniques, *Theater Arts

Identifiers—*Andersen (Hans Christian)

This performance guide is designed for teachers to use with students before and after a performance of "The Snow Queen," adapted from the story by Hans Christian Andersen by Sandra Deer. The guide, called a "Cuesheet," contains seven sheets for use in class, addressing: (1) What Happens in "The Snow Queen?" (offering a story synopsis and a pre-performance activity); (2) Play Map (a time line of important events and characters in the play); (3) Adaptations: How Print Becomes Performance (looking at how a written story must be adapted for the theatre, and offering lines from the play to listen for and some class activities); (4) Objects: How the Props Help the Performance (describing the use of

props in plays and props in "The Snow Queen"); (5) Plays: Pretending and Participating (looking at the theatre conventions and problems to be solved when putting on plays); (6) The Audience: Great Pretenders (discussing the audience's important role in a theatre performance); and (7) Hans Christian Andersen (offering biographical information about this famous author of fairytales). Resources for further exploration are listed. (SR)

ED 442 169 CS 510 358

Freeman, Aakhu TuahNera

"Sundiata, Lion King of Mali." Adapted by Kim Hines, Featuring Griot Alhaji Papa Susso, Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1997-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, *Characterization, Class Activities, Cultural Activities, Elementary Secondary Education, Foreign Countries, Multicultural Education, Playwriting, Production Techniques, *Theater Arts

Identifiers—*Drama in Education, *Mali

This performance guide is designed for teachers to use with students before and after a performance of "Sundiata: Lion King of Mali," adapted by Kim Hines and featuring Griot Alhaji Papa Susso. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) Sundiata: Man & Myth (discusses the real man and the 700-year-old epic legend behind this story, Sundiata's historical kingdom, and notes about the storyteller); (2) The Story and Characters (offering an outline with pictures of the story and characters); (3) Listening to Lines (presenting some lines from the play and examining how they help develop the story and give the audience information about the characters); (4) Theatre Collaborators (discussing the many people who work together to make a theatre performance happen); and (5) Collaborating on the Performance (explaining the important role of the audience in a live theatre event). Resources for further exploration are listed. (SR)

ED 442 170 CS 510 359

Molloy, Dawn Eddy

Judy Blume's "Tales of a Fourth Grade Nothing": Adapted for the Stage by Bruce Mason. Cue Sheet.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1996-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Class Activities, Cultural Activities, Elementary Education, Novels, Playwriting, Production Techniques, *Theater Arts

Identifiers—*Blume (Judy), *Drama in Education

This performance guide is designed for teachers to use with students before and after a performance of Judy Blume's "Tales of a Fourth Grade Nothing," adapted for the stage by Bruce Mason. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Story (offering a brief introduction to the plot and characters and some lines from the play to listen for); (2) Adaptation: Turning a Novel into a Play (looking at how novels are changed into plays, and offering some class activities); (3) Meet the Characters (listing all the characters in the play and looking at how 6 actors play 17 characters); (4) Being a Fourth Grade

Nothing (looking at feelings in the play); (5) Behind the Scenes (looking at how director, designers, crew, and stage manager all collaborate to create a play); (6) The Final Collaborator Is... (looking at the audience's important role in creating theatre); and (7) Meet Judy Blume (offering background information about this well known author of children's books). Resources for further information are listed. (SR)

ED 442 171 CS 510 360

Jennings, Cateen Sinnette

"To Be Young, Gifted, and Black." Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1996-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Black Culture, Black History, Black Leadership, Class Activities, Cultural Activities, Elementary Secondary Education, Playwriting, Production Techniques, *Theater Arts, United States History

Identifiers—*Drama in Education, *Hansberry (Lorraine)

This performance guide is designed for teachers to use with students before and after a performance of "To Be Young, Gifted, and Black." The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) To Be Young, Gifted, and Black (a theatrical collage based upon the life and work of the African-American playwright Lorraine Hansberry, featuring scenes from her most famous plays, as well as excerpts from her speeches and letters); (2) Lorraine Hansberry: Her Life and Legacy (offering biographical material about Hansberry's life and work); (3) The World of Lorraine Hansberry (looking at important people who influenced Hansberry, and at historical, economic, and social changes that took place during her lifetime and that she was part of); and (4) Before and After the Play (presenting ideas for discussion topics and class activities before and after attending the play). Resources for further exploration are listed. (SR)

ED 442 172 CS 510 361

Carr, Gail

"Turtle Island Tales." Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1996-00-00

Note—10p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, *American Indian Literature, American Indians, Audiences, Class Activities, Cultural Activities, Elementary Education, Multicultural Education, *Puppetry

Identifiers—*Drama in Education

This performance guide is designed for teachers to use with students before and after a shadow play performance of "Turtle Island Tales" by Hobey Ford and His Golden Rod Puppets. The guide, called a "Cuesheet," contains seven activity sheets for use in class, addressing: (1) The Tales (offering brief outlines of the three tales told); (2) The Shadows (with some background information of shadow puppet shows and how to make shadow puppets); (3) The Tribes (with brief background information about the four Native American tribes from which these tales come); and (4) The Participants (discussing the puppeteer, the puppets, and the audience, and how the audience can help in a live theatre per-

formance). Resources for further exploration are listed. (SR)

ED 442 173 CS 510 362

Flynn, Rosalind

"Where's Waldo?": A One-Act Musical Based on Martin Handford's Books. Book by Michael Slade, Presented by Theatreworks U.S.A. Cue Sheet for Students.

John F. Kennedy Center for the Performing Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1995-00-00

Note—6p.; Additional funding provided by The Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.

Available from—<http://artsedge.kennedy-center.org/cuesheet/theater.html>.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Class Activities, Cultural Activities, Elementary Education, *Theater Arts

Identifiers—*Drama in Education, Musicals, *Where's Waldo

This performance guide is designed for teachers to use with students before and after a performance of the one-act musical based on Martin Handford's books, "Where's Waldo?" book by Michael Slade, music by David Evans, and lyrics by Faye Greenberg. The guide, called a "Cuesheet," contains four activity sheets for use in class, addressing: (1) Where Would You Go (describing the story setup and asking children to imagine where they would go if they could travel anywhere to any time in history); (2) Where's Waldo? (and When?) (showing five scenes from different times that are involved in the play); and (3) Your Part in "Where's Waldo?" (describing the important role of the audience in a live theatrical performance). Resources for further exploration are listed. (SR)

EA

ED 442 174 EA 030 350

Shaughnessy, Joan

Initial Guidelines on Becoming a Learning Community. OERI Event No. 36.

Northwest Regional Educational Lab., Portland, OR.

Pub Date—1998-11-16

Note—20p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, *Educational Environment, *Educational Improvement, Elementary Secondary Education, *Faculty Development, *Guidelines, Professional Development, Teacher Attitudes, *Teacher Improvement

Identifiers—*Learning Communities

This guide answers three basic questions on how to develop a professional community of learners: (1) What type of policies, structures, and procedures will help staff to connect with and learn from one another? (2) What incentives help schools to undertake community-wide learning? and (3) How can schools transform themselves into professional learning communities? The guide outlines the characteristics of professional learning communities, suggests some clear targets for teachers who participate in these communities, outlines the underlying principles for achieving this type of teacher learning, and discusses the work of school leaders who are creating such learning communities. The text explores how learning communities are fostered when groups of educators within a building share a common purpose for learning. This shared purpose can then lead to a type of learning that builds upon common experiences and is committed to an ongoing analysis of the actions and underlying causes behind those outcomes. The paper focuses on teacher learning in school settings, ways to clarify goals when developing a professional community, building incentives for teacher learning/skill devel-

opment, principles that promote learning, factors affecting learning-to-learn skills, and advice for administrators on how to reengineer incentives. Four appendices offer further suggestions for encouraging professional development. (RJM)

ED 442 175 EA 030 421

Gladstone, Brenda Jacobsen, D. Michele
A Report on Educational Partnerships in
Rocky View School Division.

Pub Date—1999-01-00

Note—13p.; A condensed version of this report was published as an article in January 1999 by the International Electronic Journal of Leadership in Learning.

Available from—For condensed version: <http://www.acs.ualgary.ca/~iejll>.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cooperative Programs, Elementary Secondary Education, Foreign Countries, Partnerships in Education, Public Schools, *School Business Relationship, School Community Programs

Identifiers—*Rocky View School Division Number 41 AB

Educational partnerships are an important strategy for increasing the authenticity and value of school for future citizens. In addition to the financial benefits that school-business partnerships bring to schools, there are a variety of teaching and learning benefits of making links with the community. This report outlines reasons why schools, businesses, industry, and other agencies should actively pursue educational partnerships, shares examples of successful and valuable educational partnerships, and concludes with an examination of some issues and concerns. The educational partnerships that have contributed to the success of the Galileo Center at Banded Peak School in Bragg Creek, Alberta, are also examined. Educators and business representatives should discuss the variety of activities in which they will participate, as well as the mutual benefits of their collaboration. Some examples of partnership activities and school-to-work transition programs that potential partners may be interested in pursuing for mutual benefit include the following: (1) shared computer-based projects; (2) reading and math programs; (3) technical training; (4) guest speakers; (5) displaying and publishing student work; (6) extracurricular connections, and (7) educator and employee workshops. (Contains 24 references.) (DFR)

ED 442 176 EA 030 422

Jacobsen, D. Michele Gladstone, Brenda
A Report on Educational Partnerships Supporting the Galileo Centre at Banded Peak School in Rocky View School Division.

Pub Date—1999-01-00

Note—12p.; A condensed version of this report was published as an article in January 1999 by the International Electronic Journal of Leadership in Learning.

Available from—For condensed version: <http://www.acs.ualgary.ca/~iejll>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cooperative Programs, Elementary Secondary Education, Foreign Countries, Laboratory Schools, *Partnerships in Education, Public Schools, *School Business Relationship, *School Community Programs

Identifiers—*Rocky View School Division Number 41 AB

This report describes the school-business partnerships that have contributed to the success of the Galileo Center at Banded Peak School in Bragg Creek, Alberta, in its first full year of operation. It summarizes partnership activities and initiatives that have been implemented in the school and suggests directions for future linkages. The need for joint evaluation of the outcomes of an educational partnership are discussed, as well as ways in which educators and stakeholders can work together for the assessment of partnerships. The Galileo Center stresses the advancement of teaching practices by providing a working professional development school as a site for educational innovation,

research, and technology. The center works to improve student learning and cultivate excellence in teaching by: (1) establishing a safe, caring community of inquiry; (2) encouraging teachers to develop innovative practices, share expertise, and collaborate with others; (3) conducting research and applying research; and (4) by fully realizing the leverage of technology on education. (Contains 12 references.) (DFR)

ED 442 177 EA 030 423

Sayed, Yusuf

Post-Apartheid Educational Transformation:
Policy Concerns and Approaches.

Pub Date—2000-04-00

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Apartheid, *Educational Change, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Outcome Based Education, Public Schools, *Racial Segregation

Identifiers—*South Africa

This paper reviews postapartheid educational policy between the 1994 and 1999 elections. Its objective is to interrogate the different concerns, approaches, and implications of the various policies that have been formulated to fundamentally transform the legacy of the apartheid system. Five principal concerns are discussed: (1) the historical legacy of apartheid education; (2) equity and justice; (3) democracy and participation; (4) economy and globalization; and (5) efficiency, quality, and effectiveness. The paper examines existing critical analyses of educational policy development and highlights what critics point out as the process of educational compromise and the narrowing of the policy agenda. Researchers have reported a growing skepticism regarding educational policy development in South Africa. While some hail the new policies, others worry about deep conceptual flaws, implied political betrayals, and empty principles. However, all of these accounts only provide partial explanatory frameworks for understanding educational change. By adopting a metapolicy approach to educational policy development, the paper considers the various influences that have shaped, and continue to shape, educational policy discourses. (Contains 91 references and 22 endnotes.) (DFR)

ED 442 178 EA 030 424

McCabe, Donna Hagen

Roundtable Concerning Teaching in Educational Administration: Organizing, Leading and Monitoring Effective Work Teams.

Pub Date—2000-04-00

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Communication Problems, *Cooperative Learning, *Educational Administration, *Educational Improvement, Elementary Secondary Education, Higher Education, Participative Decision Making, *Teamwork

This paper provides data from students in an educational administration class on use of teaming and collaboration to research educational problems. The instructor taught group dynamics and modeled the process of facilitating and developing collaboration in teams. Classes were offered in 3-1/2 hour sessions for 5 weeks. Various team-building materials were conducted throughout the course of the class, and simulations and field studies were used to encourage insight into group process and problems of communication. This paper discusses the effectiveness of: (1) course content and materials; (2) learning activities and skill practice; and (3) working in teams to accomplish class and team objectives. The purpose of the study was to collect data for class improvement but also to model the need to effectively assess work-team progress in the work-

place. When what they liked best about the class, students commented positively about experiencing a mixture of lecture and group activity, learning about themselves while being in a team, and being treated as professionals who could work effectively in teams. Suggestions were mixed about the content-laden midterm but positive about being graded on both their individual and group test scores. An appendix contains a copy of the questionnaire. (Contains 14 references.) (DFR)

ED 442 179 EA 030 425

Clement, Mieke Vandenbergh, Roland

How School Leaders Can Promote Teachers' Professional Development: An Account from the Field.

Pub Date—2000-04-00

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, *Leadership Styles, *Professional Development, *Supervisors, Teamwork

Identifiers—*Belgium

This paper focuses on the collegial relationship between school leaders and teachers, and describes the very specific policies behind the school leader's influence on teachers' professional development. In the first phase, 39 teachers from 11 schools were interviewed regarding the teachers' perceptions of their personal professional development and professional relationships with other team members. In the second phase, a case study was made of two Flemish schools to analyze the relationships between the concepts explored in the first phase and the patterns that could be discerned in these relationships. The hypothesis that teachers' professional development depends not only on the individual teacher's commitment but also on several workplace conditions was confirmed. The teachers' perceptions of the way school leaders function appears to be an important parameter for the appreciation of the contribution of the school to the process of professional development. The paper recommends that one should get closer to the participants in the leadership relationship and argues for a symbolic "interactionist" approach paying full attention to the meanings, perspectives, and purposes underlying the social relations between school leaders and teachers. (Contains 31 references.) (DFR)

ED 442 180 EA 030 426

Biddle, Julie K.

The World of Wonder Accelerated Learning Community: A Case Study.

Pub Date—2000-04-00

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Acceleration (Education), Case Studies, *Community Schools, *Educational Development, *Educational Improvement, *Experimental Schools, Grade 1, Grade 2, Kindergarten, Primary Education, Public Schools, *Staff Development

Identifiers—*Ohio

This report presents a case study of the World of Wonders Accelerated Learning Community School (WOW). A community school in Ohio is a new kind of public school—an independent public school that is nonsectarian and nondiscriminatory. The report presents three contexts for the study—historical, local and methodological—and highlights some of the lessons being learned as a group of public, urban educators reinvent their work and themselves. Finally, it discusses the educational importance of this work and suggests implications for professional development trainers and school personnel involved in continuous school improvement, with

special attention to those in the Accelerated Schools Project. Goals for WOW are similar to training goals for other schools. Participants are expected to become familiar with the Accelerated School philosophy and process and have a greater understanding of the personal, social and cultural issues surrounding school improvement. The goal is that participants gain a better understanding of the dynamic of both personal and school change and become leaders in moving their school through the Accelerated School process. (DFR)

ED 442 181 EA 030 427

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) **Study: Chuuk State, Federated States of Micronesia. Research Series.**

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-06-00

Contract—RJ96006601

Note—36p.; For RAPSTA studies on Hawaii, Guam, and Yap State, see EA 030 428, EA 030 429, and EA 030 430, respectively.

Available from—Pacific Resources for Education and Learning, Suite 2500, 1099 Alakea Street, Honolulu, HI 96813 (RS9805). Tel: 808-533-6000; e-mail: askprel@prel.hawaii.edu; Web site: <http://www.prel.hawaii.edu>.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, Ethnic Groups, Government Publications, *Job Satisfaction, *Labor Turnover, *Morale, Public Schools, Questionnaires, *Stress Variables, *Teacher Attitudes, Teacher Burnout

Identifiers—*Chuukese People, *Federated States of Micronesia (Chuuk)

Pacific Resources for Education and Learning (PREL) works closely with 10 American-affiliated Pacific entities: (1) American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam; (5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. This survey raises awareness of the risk factors affecting educators in the Pacific entities served by PREL. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition and stress/burnout. In Chuuk State, 124 teacher surveys and 38 administrator surveys were returned. The data reveal the extent of these problems and shed some light on possible contributing factors. Absenteeism among teachers and school administrators appears to be a problem. Lack of support and low salaries were top reasons selected for leaving teaching, with many of the teachers who might leave teaching experiencing some aspects of occupational burnout. Appendixes contain teacher and administrator questionnaires (Contains 17 references.) (DFR)

ED 442 182 EA 030 428

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) **Study: Hawai'i. Research Series.**

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-11-00

Contract—RJ96006601

Note—37p.; For similar study on Guam, see ED 030 429.

Available from—Pacific Resources for Education and Learning, Suite 2500, 1099 Alakea Street, Honolulu, HI 96813 (RS9905). Tel: 808-533-6000; e-mail: askprel@prel.hawaii.edu; Web site: <http://www.prel.hawaii.edu>.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, Ethnic Groups, Government Publications, *Job Satisfaction,

*Labor Turnover, *Morale, Public Schools, Questionnaires, *Stress Variables, *Teacher Attitudes, Teacher Burnout

Identifiers—*Hawaii

Pacific Resources for Education and Learning (PREL) works closely with 10 American-affiliated Pacific entities: (1) American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam; (5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. This survey raises awareness of the risk factors affecting educators in the Pacific entities served by PREL and provides insight necessary to redress the concerns of students, policymakers and educators around the region. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress/burnout. In Hawaii, 549 teachers and 127 school administrators completed surveys. The data reveal the extent of these problems and shed some light on possible contributing factors. Absenteeism among teachers is not a problem. More than 24 percent of the teachers reported they might leave their profession within 2 years. Potential leavers are significantly more likely than nonleavers to cite health problems, overload of stress, responsibilities and paperwork, and not enough time as reasons for leaving their jobs. Appendixes contain teacher and administrator questionnaires. (Contains 24 references.) (DFR)

ED 442 183 EA 030 429

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) **Study: Guam. Research Series.**

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-09-00

Contract—RJ96006601

Note—35p.; For similar study on Yap State, see EA 030 430.

Available from—Pacific Resources for Education and Learning, Suite 2500, 1099 Alakea Street, Honolulu, HI 96813 (RS9808). Tel: 808-533-6000; e-mail: askprel@prel.hawaii.edu; Web site: <http://www.prel.hawaii.edu>.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, Ethnic Groups, Government Publications, *Job Satisfaction, *Labor Turnover, *Morale, Public Schools, Questionnaires, *Stress Variables, *Teacher Attitudes, Teacher Burnout

Identifiers—*Guam

Pacific Resources for Education and Learning (PREL) works closely with 10 American-affiliated Pacific entities: (1) American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam; (5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. The main purpose of this survey was to raise awareness of the risk factors affecting educators in the Pacific entities served by PREL and to provide insight necessary to redress the concerns of students, policymakers and educators around the region. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress/burnout. In Guam, 301 completed teacher surveys and 16 school administrator surveys were returned. Absenteeism among teachers and administrators does not appear to be a problem. Nearly 20 percent of all teachers surveyed agreed that they might leave within the next 2 years. Top reasons given include no support, low salaries and poor working conditions. Seventy-five percent of school administrators agreed they might leave, citing personal health problems and stress as reasons. The data collected in the study reveal the extent of these problems and shed some light on possible contributing factors. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 184 EA 030 430

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) **Study: Yap State, Federated States of Micronesia. Research Series.**

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-06-00

Contract—RJ96006601

Note—35p.; For similar study on Chuuk State, Guam, and Yap state, see EA 030 427; EA 030 428, and EA 030 429, respectively.

Available from—Pacific Resources for Education and Learning, Suite 2500, 1099 Alakea Street, Honolulu, HI 96813 (RS9804). Tel: 808-533-6000; e-mail: askprel@prel.hawaii.edu; Web site: <http://www.prel.hawaii.edu>.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, Ethnic Groups, Government Publications, *Job Satisfaction, *Labor Turnover, *Morale, Public Schools, Questionnaires, *Stress Variables, *Teacher Attitudes, Teacher Burnout

Identifiers—*Federated States of Micronesia (Yap)

Pacific Resources for Education and Learning (PREL) works closely with 10 American-affiliated Pacific entities: (1) American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam; (5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. The survey raises awareness of the risk factors affecting educators in the Pacific entities served by PREL and provides insight necessary to redress the concerns of students, policymakers and educators. This study identified risk factors affecting educators in Yap State. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress/burnout. In Yap, 189 teacher surveys and 26 administrator surveys were returned. Absenteeism among teachers and administrators appears to be a problem; they cited personal illness and funerals, educational leave, meetings and workshops as reasons. Among teachers, reasons for leaving teaching include low salaries and too many responsibilities. Reasons for school administrators to leave could not be determined from this analysis. The data collected in the study reveal the extent of these problems and shed some light on possible contributing factors. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 185 EA 030 431

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) **Study: Pohnpei State, Federated States of Micronesia. Research and Development Cadre. Research Series.**

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-07-00

Contract—RJ96006601

Note—36p.; For other RAPSTA studies, see EA 030 432-435.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, Ethnic Groups, Government Publications, *Job Satisfaction, *Labor Turnover, *Morale, Public Schools, Questionnaires, *Stress Variables, Teacher Burnout

Identifiers—*Federated States of Micronesia (Pohnpei)

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of

Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The main purpose of this survey was to raise awareness of the risk factors affecting educators in the Pacific entities and to provide insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in the Pohnpei State and other Pacific entities served by PREL. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition and stress burnout. In Pohnpei State, 179 teachers and 30 administrators returned surveys. Absenteeism among teachers and administrators is a problem. Personal illness, vacations, and funerals were cited as leading reasons for being absent. The data collected in the study reveal the extent of these problems and shed some light on possible contributing factors. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 186 EA 030 432

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: American Samoa, Research and Development Cadre, Research Series.

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-07-00

Contract—RJ96006601

Note—36p.; For other RAPSTA studies, see EA 030 431-435.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, Ethnic Groups, Government Publications, *Job Satisfaction, *Labor Turnover, *Morale, Public Schools, Questionnaires, *Stress Variables, Teacher Burnout

Identifiers—*American Samoa

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. This survey raises awareness of the risk factors affecting educators in the Pacific entities and provides insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in American Samoa. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. Two hundred and three teacher surveys and 32 school administrator surveys were returned. Absenteeism among teachers and administrators does not appear to be a problem. Twenty-five percent of teachers surveyed agreed that they might quit teaching within two years, citing low salaries, poor benefits, and poor working conditions as reasons. Forty-four percent of school administrators surveyed plan to leave school administration within two years, citing low salaries, retirement, personal health problems, and promotion. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 187 EA 030 433

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Kosrae State, Federated States of Micronesia, Research and Development Cadre, Research Series.

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-06-00

Contract—RJ96006601

Note—35p.; For other RAPSTA studies, see EA

030 431-435.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, Ethnic Groups, Government Publications, *Job Satisfaction, *Labor Turnover, *Morale, Public Schools, Questionnaires, *Stress Variables, Teacher Burnout

Identifiers—*Federated States of Micronesia (Kosrae)

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The survey raises awareness of the risk factors affecting educators in the Pacific entities and provides insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in Kosrae State. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. In Kosrae State, 144 teacher surveys and 12 administrator surveys were returned. Absenteeism among teachers and administrators does not appear to be a problem; however, absenteeism among administrators was one of the highest among Pacific entities. Administrators cited workshops, training, illness, funerals, and leave as reasons for their absenteeism. Approximately 28 percent of teachers reported that they may leave teaching within 2 years, citing low salaries, no school support, not enough materials and supplies, poor working conditions, and too much stress. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 188 EA 030 434

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Republic of Palau, Research and Development Cadre, Research Series.

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1998-08-00

Contract—RJ96006601

Note—36p.; For other RAPSTA studies, see EA 030 431-435.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, Ethnic Groups, Government Publications, *Job Satisfaction, *Labor Turnover, *Morale, Public Schools, Questionnaires, *Stress Variables, Teacher Burnout

Identifiers—*Palau

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The survey raises awareness of the risk factors affecting educators in the Pacific entities and provides insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in the Republic of Palau. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. In the Republic of Palau, 159 teacher and 20 administrator surveys were returned. Absenteeism for both teachers and administrators is higher than in many of the other Pacific entities. The main reasons cited were personal illness, funerals, and a sick family member. Approximately 27 percent of teachers surveyed stated they may leave within two years due to low salaries, health problems, retirement, poor relationships with parents, students' bad attitudes, and pressure from the community. The data collected in the study reveal the

extent of these problems and shed some light on possible contributing factors. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 189 EA 030 435

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: Republic of the Marshall Islands (RMI), Research and Development Cadre, Research Series.

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-11-00

Contract—RJ96006601

Note—36p.; For other RAPSTA studies, see EA 030 431-434.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, Ethnic Groups, Government Publications, *Job Satisfaction, *Labor Turnover, *Morale, Public Schools, Questionnaires, *Stress Variables, Teacher Burnout

Identifiers—*Marshall Islands

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The survey raises awareness of the risk factors affecting educators in the Pacific entities and provides insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in the Republic of the Marshall Islands. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. In the Marshall Islands, 74 teacher and 18 administrator surveys were returned. Absenteeism among teachers and administrators appears to be a problem. Teachers cite funerals, personal illness, and training leave, and administrators cite educational leave, meetings, and workshops as reasons for their absenteeism. Twenty-seven percent of teachers plan to leave within 2 years, citing low salaries, stress, and lack of support from school administration and central offices as reasons. Administrators cite stress, students' bad attitudes, lack of supplies and materials, and retirement. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

ED 442 190 EA 030 436

Creech, Joseph D.

Student Achievement in SREB States: How Do SREB States Compare with the Nation? Is Student Achievement Improving? What Problems Remain? Educational Benchmarks 2000 Series.

Southern Regional Education Board, Atlanta, GA.

Pub Date—2000-04-00

Note—25p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, Comparative Analysis, Elementary Secondary Education, Ethnic Groups, *Low Income Groups, *Performance Based Assessment, Public Schools, *Racial Factors, *Underachievement

Identifiers—*Southern Regional Education Board

This report uses the most recent results from the National Assessment of Educational Progress (in mathematics, reading, science, and writing); the Advanced Placement Program; national college-admissions tests (ACT and SAT); and national norm-referenced tests used in statewide testing programs to compare SREB states to the nation in improved student achievement. It offers lessons learned from a decade of states' efforts to improve student achievement and answers three questions: (1) Where do students in the SREB states stand rela-

tive to national averages? (2) Is student achievement in SREB states improving? and (3) What challenges remain for SREB states? Several SREB states have reached or exceeded the national average for some measures of student achievement, but none has reached that goal for most measures of student achievement. All SREB states have improved on at least 1 measure of student achievement over the last 10 years. Although the last decade has seen improvements in the amount and quality of information about ways to raise student performance, there continues to be unacceptably large gaps among the achievement levels of students from different racial and ethnic backgrounds and from different income levels. (DFR)

ED 442 191

EA 030 437

Bingler, Stephen

What If...New Schools, Better Neighborhoods, More Livable Communities.

Metropolitan Forum Project, Los Angeles, CA.
Spons Agency—James G. Irvine Foundation, San Francisco, CA.

Pub Date—1999-00-00

Note—46p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Educational Facilities Design, *Educational Facilities Planning, Elementary Secondary Education, *Neighborhood Improvement, Public Schools, *Quality of Life, *School Construction, School Space, *Urban Environment

Identifiers—*California

State-mandated reforms in educational practices, such as class-size reduction, have created the need for more and better educational facilities, but pressure from growth and poor planning decisions are stretching other forms of public infrastructure development to the limit and draining economic vitality from cities and towns. Current programs, procedures, and policies need to confront these challenges with smarter strategies for planning and implementation, such as schools that serve as centers of their communities; gymnasiums and play fields that double as community parks and recreation centers; auditoriums that serve as community theaters; and incorporation of centralized libraries, health clinics, and other community services into schools for greater community access and engagement. Smarter schools can also use a wide range of community resources—like museums, zoos, and other existing facilities—to create integrated learning centers. Smarter schools is a concept that also has implications for the so-called "smart growth" strategies for urban and regional planning. An overview of seven case studies that embody some of these smarter planning principles are included. (DFR)

ED 442 192

EA 030 438

Copland, Michael Aaron

Developing the Problem-Framing Skills of Prospective Principals.

Pub Date—2000-04-26

Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Administrator Education, Elementary Secondary Education, *Heuristics, Higher Education, Principals, *Problem Based Learning, *Problem Solving, *School Administration, *Thinking Skills

Identifiers—*Stanford University CA

The ability to understand and frame problems encountered in practice is a critical skill for school leaders. This paper reports on a study that inquired about the teaching and learning of problem-framing skills in the Prospective Principals Program at Stanford University, a preparation program for school administrators that relies on problem-based learning (PBL) strategies for 40 percent of the curriculum. A literature-based definition of problem-framing ability is developed, and a theoretical rationale for the study is introduced. Incorporating the

use of a quasi-experimental study design, the program-framing skills in three successive student cohorts, with graduated levels of exposure to the PBL, are assessed. Analysis reveals that all three cohorts differ significantly in problem-framing ability, associated with their level of exposure to PBL. Qualitative data, collected through a series of student interviews, support the quantitative findings. Problem-based learning experiences are instrumental for developing prospective principals' ability to frame problems in practice. Finally, the paper discusses the implications of the findings for instructional practice and explores ideas for possible future research on the use of problem-based learning in administrator preparation. An appendix contains Subskills in Problem Framing Ability. (Contains 41 references.) (Author/DFR)

ED 442 193

EA 030 439

Bean, Brad, Ed.

Community Schools in Ohio: First-Year Implementation Report.

Ohio State Legislative Office of Education Oversight, Columbus.

Pub Date—2000-04-00

Note—125p.

Available from—For full text: <http://www.oeo.state.oh.us>.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Community Schools, Elementary Education, Financial Support, *Outcome Based Education, *Performance Contracts, Program Effectiveness, Public Schools, *School Law, State Regulation

Identifiers—*Ohio

Community schools are state-funded public schools, exempt from various rules and regulations in exchange for increased accountability or student performance. This Legislative Office of Education Oversight (LOEO) report examines Ohio's first 15 community schools that began during the 1998-99 school year. All 15 schools were successful about opening, completing a full school year, and continuing into a second year; however, many had delays in their funding. LOEO anticipates that community schools will require substantial and continuing technical assistance, and the Ohio Department of Education will need to meet the unique needs of community schools as it provides technical assistance. Community schools are contractually held accountable for the academic performance of their students with their sponsors; however, information regarding accountability in their annual reports was lacking. LOEO recommends that community schools become familiar with and adhere to the community school law and contractual agreements regarding accountability. It also recommends that community-school sponsors become familiar with community-school law and hold community schools responsible for accountability measures. Appendixes contain material concerning community-school contracts, profiles of the schools, exempt and nonexempt laws, and statistical information. (Contains 100 references.) (DFR)

ED 442 194

EA 030 440

Hadderman, Margaret

Educational Vouchers. ERIC Digest, Number 137.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-00-03

Pub Date—2000-05-00

Contract—ED-99-CO-0011

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97402-5207; Tel: 800-438-8841 (toll-free). For full text: <http://eric.uoregon.edu>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Educational Vouchers, Elementary Secondary Education, *Equal Education, *Government School Relationship, Private Schools,

Public Schools, *School Choice, Socioeconomic Influences, State Church Separation, *Tuition Grants

Identifiers—ERIC Digests

Educational vouchers are the most controversial of numerous school-choice alternatives. This ERIC Digest provides some background on the topic and discusses the support that educational vouchers has received, as well as arguments for and against vouchers. The digest supplies information concerning the degree of success for voucher programs and cites some studies that found consistent, generally positive results regarding inclusion of low-income families, parent satisfaction, parent education levels, parent marital status and family size, race-ethnicity, and attrition and mobility. Findings were inconclusive or inconsistent regarding student achievement and parental involvement. Two final sections discuss the constitutionality of publicly financed voucher plans and major policy issues and recommendations. Vouchers may be constitutional in some states, but not in others. During the past decade, the High Court appears to have become more willing to allow state aid to flow to sectarian schools. Major policy issues include voucher plan effects on private schools, accountability, and program quality. (Contains 13 references.) (DFR)

ED 442 195

EA 030 441

Molnar, Alex

Cashing in on Kids: The Second Annual Report on Trends in Schoolhouse Commercialism, Years 1997-98—1998-99.

Wisconsin Univ., Milwaukee. Center for the Analysis of Commercialism in Education.

Report No.—CACE-99-21

Pub Date—1999-09-00

Note—37p.

Available from—For full text: <http://www.uwm.edu/Dept/CACE/>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Commercial Television, Elementary Secondary Education, Health Education, *Marketing, *Merchandising, Public Schools, *School Business Relationship, Tables (Data), Television Commercials, *Vendors

Identifiers—Channel One, *Commercialism, Edison Project

This report describes exclusive contractual agreements between businesses and public education agencies. It cites such examples as contracts between school districts and soft drink manufacturers, terming them "schoolhouse commercialism." It also provides data that explain why schools are so attractive to advertisers, and the reasons why schools "are in it for the money" as well. This is not an American phenomenon; it has spread outside the United States to Europe and Latin America. The report lists opposition to schoolhouse commercialism both in this country and abroad, as well as focused opposition to Channel One for its advertising and commercial use. The report also describes opposition to for-profit public schools, such as the Edison Project and Beacon Education Management. The growth of schoolhouse commercialism in the period 1997-98 to 1998-99 is explored, including sponsorship of programs and activities and the placing of advertising on school menus. An appendix contains sources, search strategies, search terms, and data tables. (Contains 123 references.) (DFR)

ED 442 196

EA 030 442

U.S. Department of Education Office of Inspector General Semiannual Report to Congress, October 1, 1999-March 31, 2000.

Office of Inspector General (ED), Washington, DC.

Report No.—OIG-40

Pub Date—2000-05-15

Note—48p.

Available from—For full text: <http://www.ed.gov/offices/OIG/sarpages.htm>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Audits (Verification), *Compliance (Legal), *Educational Finance, Elementary Secondary Education, *Expenditures, Fraud, Government Publications, *Loan Default, Mon-

ey Management, Organizational Development, *Paying for College, Postsecondary Education, Public Schools, Student Loan Programs

Identifiers—Department of Education, Elementary Secondary Education Act Title I

This report describes the activities, accomplishments, and concerns of the Office of Inspector General, U.S. Department of Education, for the 6-month period ending March 31, 2000. The report describes management challenges concerning student financial assistance, including instances of fraud and abuse, concealment of prior defaults, patterns of fraud, information concerning audits and nonfederal audits, higher education programs, financial management and internal controls, and department programs in elementary and secondary education. (Appendices provide a statistical profile, collections from audits and investigations, information regarding investigation services, cumulative prosecutive actions, and information regarding uncompleted corrective action.) (DFR)

ED 442 197 EA 030 443

Challenging the Status Quo: The Education Record, 1993-2000.

Department of Education, Washington, DC.

Pub Date—2000-00-00

Note—112p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Educational Improvement, Educational Technology, Elementary Secondary Education, Federal Aid, Government Publications, Higher Education, Illegal Drug Use, *Parent Participation, *Post High School Guidance, Public Schools, *School Choice, School Safety, *Teacher Competencies

Identifiers—*Clinton Administration, Department of Education

This book presents a historical record of the efforts of the Clinton presidency to deal with and improve public education from the beginning of his inauguration. An introduction outlines the efforts of President Clinton and Vice President Gore: the Clinton-Gore reform agenda, encouraging innovation and reform, building new partnerships, increasing access and opening new pathways to college, and some of the educational challenges ahead. Chapters discuss raising student achievement; strengthening teacher quality; expanding public school choice; increasing parental involvement; the use of technology; the creation of safe, disciplined and drug-free schools; getting students ready for college; and opening the doors of higher education to all Americans. (Appendices provide the Department of Education budget by major program, major competitive programs, and formula-allocated, student aid, school construction, and selected competitive programs for all the states and territories. Contains 40 notes. (DFR)

ED 442 198 EA 030 482

World Education Report, 1995. The Education of Women and Girls; Challenges to Pedagogy; Education for Peace, Human Rights and Democracy.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-103180-5

Pub Date—1995-00-00

Note—163p.; For the 1998 report, see ED 423 237. Published by UNESCO.

Available from—Oxford University Press, Inc., 2001 Evans Rd., Cary, NC 27513 (\$32). Tel: 800-451-7556 (Toll Free).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Access to Education, Comparative Analysis, Comparative Education, Dropout Rate, Educational Policy, Educational Quality, Educational Status Comparison, *Educational Trends, Elementary Secondary Education, *Enrollment Trends, *Females, Foreign Countries, Global Approach, Higher Education, Illiteracy, *International Education, School Statistics,

*Sex Discrimination, *Womens Education, World Problems

Identifiers—*UNESCO

This report, the third in UNESCO's series of World Education Reports, focuses on the largest single category of persons denied equality of educational opportunity in the world today: women and girls. The report examines global trends and developments in female access to formal education in both industrial and developing countries, focusing in particular on male-female disparities and gaps in key indicators (literacy rates, enrollment ratios, years of schooling, school retention and dropout rates, fields of study), as well as on girls' experiences in the educational process itself (such as pedagogy, testing, and assessment) and on the relationship between this process and adult life chances. Numerous figures, boxes, and tables are contained within the four chapters. Appendixes offer statistical notes, regional tables, world education indicators, and national reports and UNESCO reports, publications, and periodicals concerning education, 1993-95. (MLF)

ED 442 199 EA 030 483

Kelly, Evelyn B.

Legal Basics: A Handbook for Educators.

Phi Delta Kappa Research Foundation, Bloomington, IN.

Report No.—ISBN-0-87367-806-0

Pub Date—1998-00-00

Note—115p.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Responsibility, Censorship, Classroom Environment, Confidentiality, Constitutional Law, Copyrights, *Court Litigation, Curriculum, Discipline, Due Process, Educational Malpractice, Elementary Secondary Education, Freedom of Speech, *Legal Responsibility, *School Law, School Personnel, School Supervision, Search and Seizure, Sexual Harassment, *Teacher Responsibility, Torts

The purpose of this handbook is to help educators at all levels to recognize potential legal hazards in educational settings and to learn how to negotiate the slick roads safely. The focus is on school and classroom issues, not district-level topics. Legal basics are discussed in the context of both informal anecdotes about actual situations and formal cases. Chapter 1 describes how laws for educators are made. The laws that affect schools and classrooms come from many sources: federal, state, and local. Chapters 2 through 10 focus on basic rights and responsibilities of educators. Topics include speech, conduct, and privacy issues; professional liability; classroom management; censorship, copyright, and the curriculum; supervision and discipline of students; property rights, confidentiality, and reporting requirements; chronic illness and medical emergencies; and sexual misconduct and sexual harassment. Chapter 11 discusses types of legal actions that educators may face and how to defend themselves. Legal citations follow each chapter. (MLF)

ED 442 200 EA 030 484

Jones, Bruce Anthony, Ed.

Educational Leadership: Policy Dimensions in the 21st Century. Educational Policy in the 21st Century, Volume 1.

Report No.—ISBN-1-56750-489-2

Pub Date—2000-05-00

Note—175p.

Available from—JAI Press Inc./Ablex Publishing Corp., 100 Prospect Street, P.O. Box 811, Stamford, CT 06904-0811 (paperback: ISBN-1-56750-489-2, \$29.95; hardcover: ISBN-1-56750-488-4, \$58.50); Tel: 203-323-9606, ext. 3054; Fax: 203-357-8446; e-mail: a.dorado@elsevier.com.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Educational Administration, *Educational Change,

Educational Finance, Educational Objectives, *Educational Policy, *Educational Trends, Elementary Secondary Education, Futures (of Society), *Leadership Responsibility, Politics of Education, Privatization, Public Schools, School Demography, School Effectiveness, *School Restructuring

The essays provided in this book shed light on and initiate debates about important policy issues associated with education reform and improvement. The authors do this by linking conceptual frameworks to past research, analyzing these challenges, and speculating about the contours of future research and school practice. Part 1, Educational Organizations: Evolving Thinking and Configurations, contains three chapters: "Contests Over Governance of Educational Policy: Prospects for the New Century" (James G. Cibulka); "Privatization of Education: Marketplace Models" (Martha McCarthy); and "Transaction Costs and the Structure of Interagency Collaboratives: Bridging Theory and Practice" (Patrick Galvin and Janice Fauske). Part 2, Students: The Bottom Line, features three chapters: "From Policy to Performance: Weaving Policy and Leadership Strategies To Improve Student Achievement" (Carolyn Kelley); "Education and Changing Demographics" (Betty Merchant); and "The Power of the Political: Beyond Professionalism in Integrating Programs for Children" (Carolyn D. Herrington). Part 3, School Reform: National and Local Dynamic, contains two chapters: "National Standards in Local Context: A Philosophical and Policy Analysis" (Barry Bull); and "School Change Business and the Private Push" (Bruce Anthony Jones and Susan Otterbourg). Part 4, Key Dilemma, closes with two chapters: "The Future of Education Finance in Improving Public Education" (James G. Ward); and "The School Leadership Shortage: Framework for Policy Discussion" (Bruce Anthony Jones). (Notes and references follow each chapter. Appended is an author index and a subject index.) (MLF)

ED 442 201 EA 030 486

Wallin, Dawn C.

Postmodern Feminism and Educational Policy Development.

Pub Date—1999-10-00

Note—35p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Diversity (Institutional), Educational Opportunities, *Educational Policy, Elementary Secondary Education, *Epistemology, Ethics, Feminism, Higher Education, Personnel Policy, Policy Formation, *Postmodernism, *Sex Bias, *Sex Fairness, *Women Administrators

This paper presents a postmodern feminist conceptual framework for policy development within educational institutions. It first outlines major concepts of postmodern feminism, after which it begins to focus specifically on postmodern feminism and education. The paper contends that a goal of all educators should be to provide an educational environment where gender inequity is not tolerated. All provinces and states should require their educational institutions to develop policies that will help to create an environment free from all forms of discrimination. Educators have a legal and ethical responsibility to prevent gender inequity in the educational environment. Ultimately, the paper details educational policy development utilizing work on the role of epistemology and expertise in policymaking. The first appendix outlines potential policy initiatives that would promote more gender equitable practices within schools, including maternity and family leave, recruitment and hiring, part-time teachers, and affirmative action programs. A second appendix lists 18 questions to ask about any policy proposed to create gender equity. (Contains 26 references.) (MLF)

ED 442 202 EA 030 488

Stemler, Steve Bebell, Damian

An Empirical Approach to Understanding and Analyzing the Mission Statements of Selected Educational Institutions.

Pub Date—1999-04-00

Note—37p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (NEERO) (Portsmouth, New Hampshire, April 9, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Coding, *Content Analysis, *Educational Objectives, *Educational Philosophy, Elementary Secondary Education, *Institutional Characteristics, *Mission Statements, Postsecondary Education, World Wide Web

Content analysis was used to examine the mission statements of 267 educational institutions over 4 clusters (elementary, middle, secondary, and postsecondary). In selecting the sample, the practical population was defined as all of the American K-12 schools and colleges whose Web sites were linked to one of two comprehensive sites (one for K-12 schools, one for colleges). Ten major themes emerged from the data. The relative frequencies of each major theme were computed across the sample. The results of the study indicate that the purpose of school shifts from emotional development in the early levels of schooling to cognitive development at the college level. In addition, mission statements vary greatly both within and between school levels with most schools emphasizing four different themes in their mission statement. Relevant policy implications and suggestions for further research are discussed. (Contains 15 references.) (Author/MLF)

ED 442 203 EA 030 489

Mulder, Martin

Creating Competence: Perspectives and Practices in Organizations.

Pub Date—2000-04-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Competence, Foreign Countries, *Human Resources, Management Development, *Organizational Development, *Organizational Effectiveness, *Organizational Theories, Staff Development

Identifiers—*Netherlands

Creating competence has become a major issue in organizations. Various authors contend that competency management has the potential of integrating organizational strategy, human-resource instruments, and human-resource development; that competency development can lead to performance improvement; and that it can help Human Resource Development (HRD) professionals in aligning their practices to the needs of the changing organization. A study was designed with four objectives. The first objective was to analyze the concept of competence, seeing what definitions are brought forward and how the concept is perceived in practice. The second objective was to evaluate the dissemination of the concept. The third objective was to evaluate the potential of competency development for vertical integration, and for HRD programs and practices. The fourth objective was to analyze the contribution of the concept of competency development for the HRD profession. Data collection for the study involved telephone interviews with 80 for-profit and nonprofit organizations, 35 telephone interviews with directors of Human Resource Management (HRM) in large organizations, and questionnaire responses from 130 HRD managers. Finally, an analysis was undertaken of the critical views of organizations that have introduced competency development systems. Based on the findings, recommendations are given for other organizations that want to introduce competency development systems. (Contains 38 references.) (MLF)

ED 442 204 EA 030 491

Hsieh, Chia-lin Shen, Jianping

The Effects of Parental Characteristics on School Choice.

Pub Date—2000-04-00

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Family Characteristics, Family Income, *Institutional Characteristics, National Surveys, *Parent Background, Parent Education, Private Schools, Public Schools, Racial Factors, *School Choice, Tables (Data)

Based on a national data set, a study investigated the factors that influence parents' decision to choose schools for their children. The data for the study were extracted from the public-release data file from the School Safety and Discipline (SS&D) component of the 1993 National Household Education Survey. Parents with children in 3rd through 12th grades from the 50 States and the District of Columbia were interviewed. The total number of completed SS&D interviews was 12,680. From this data, parents' choices were grouped into the following categories: (1) assigned school (public school district assigns the neighborhood school to the residents); (2) chosen school (there are two situations in chosen school: first, parents choose the public school that is not located in their neighborhood; second, parents like the specific public school district so they live in this area in order for their children to attend this neighborhood school); (3) private school (parents choose to send their children to a private school where the parents have to pay tuition for their children.) Among 12,680 parents, 10,017 chose assigned school, 1,382 parents chose chosen school, and 1,281 parents chose private school. Parents' education level and family income do affect parents' position on school choice. White parents with higher education and income levels are more likely to choose private school, while black parents with higher education level and lower family income are more likely to exercise their choice within the public school system. Parents who look for quality indicators such as small school size, homogeneous ethnicity, and safer schools have the propensity to choose private schools. Parents who look for quality factors such as proximity, median school size, and safe schools have the tendency to choose assigned schools. (Contains 19 references.) (MLF)

ED 442 205 EA 030 492

Anfara, Vincent A. Brown, Kathleen M. Mills, Rebecca Hartman, Kimberly Mahar, Robert J.

Middle Level Leadership for the 21st Century: Principals' Views on Essential Skills and Knowledge; Implications for Successful Preparation.

Pub Date—2000-04-00

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Education, *Administrator Effectiveness, Administrator Role, Educational Administration, Job Satisfaction, *Leadership Qualities, *Middle Schools, Occupational Information, *Principals, Professional Development, Student Centered Curriculum

Middle-level principals are essential to current school reform initiatives. A study was undertaken to report what the respondents identified as the essential performance-based skills and knowledge needed for middle-level leadership, and to assess and project the impact of these knowledge and skill areas on administrator preparation programs. These issues were examined by surveying and interviewing middle-level principals about personal characteristics, job roles and tasks, and professional

beliefs related to middle schools and the middle-school philosophy. Data were collected using surveys and semistructured interviews. Initially, surveys were sent to 125 middle-level principals in Pennsylvania and New Jersey. Of these, 72 surveys were returned for data analysis. From the pool of survey respondents, 17 principals indicated that they were willing to be interviewed. An analysis of the qualitative data revealed that effective middle-level principals: (1) have a very positive outlook about their work, experience a high degree of job satisfaction, and view school problems as surmountable; (2) are more teacher-oriented; (3) are supportive of parent/community involvement in their schools; (4) have a high tolerance for ambiguity and uncertainty; and (5) are intentional in their efforts to assemble, develop, and maintain a staff of dedicated educators who want to be in a middle school. Additionally, the analysis revealed that formal education in educational administration appeared to have no bearing on middle-level principals' effectiveness, and that levels of participation in professional associations appeared to be unrelated to principal effectiveness. (Contains 43 references.) (MLF)

ED 442 206 EA 030 493

Elder, Jerry O.

Support for the Shared Leadership of Collaborative Action Teams through Training of Teams, Local Facilitators and Development of Resource Materials.

Pub Date—2000-04-25

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Community Involvement, *Cooperation, Educational Change, Elementary Secondary Education, Leadership, Parent Participation, *Partnerships in Education, *Strategic Planning, *Team Training, *Teamwork

Identifiers—*Facilitators, *Southwest Educational Development Laboratory

Shared leadership among members of a home, school, and community partnership is an idealistic goal that sounds good in theory but can be very difficult to achieve. Based on a review of the literature on issues in collaboration and applied research conducted by the Southwest Educational Development Laboratory, this paper examines the importance of establishing a clear planning process and the training of team members to collaborate. It also addresses the role of trained, local facilitators and the importance of resource materials to support team members as they work to share the leadership and responsibilities of bringing about change in school communities. (Contains 18 references.) (Author/MLF)

EC

ED 442 207 EC 307 841

Field, Sharon Martin, Jim Miller, Robert Ward, Michael Wehmeyer, Michael

A Practical Guide for Teaching Self-Determination.

Council for Exceptional Children, Reston, VA. Div. of Career Development and Transition.

Report No.—ISBN-0-86586-301-6

Pub Date—1998-00-00

Note—185p.

Available from—Council for Exceptional Children, CEC Publications, 1920 Association Dr., Dept. K0032, Reston, VA 20191-1589 (Stock #P5231, \$39.95, nonmembers; \$27.50 CEC members). Tel: 888-232-7733 (Toll Free); Fax: 703-264-9494; Web site: <http://www.cec.sped.org>

www.cec.sped.org.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administrators, *Curriculum, *Disabilities, Elementary Secondary Education, Family Involvement, *Individualized Education Programs, *Self Determination, *Student Empowerment, *Student Evaluation, Student Participation, Transitional Programs

Identifiers—*Individualized Transition Plans

Targeted at special education teachers/special population instructors, work experience coordinators, vocational assessment personnel, and guidance counselors, this guide examines the relationships among career development, transition, and self-determination for students with disabilities. The guide uses a question-and-answer format to identify and respond to key topics that practitioners need to address to promote student self-determination in their service settings, and provides detailed reviews of over 30 curriculum materials and assessment tools in the area of self-determination. Specific chapters address: (1) the importance of self-determination and school and family-based interventions to support the development of self-determination; (2) student involvement in the Individualized Education Program and transition process and specific strategies to prepare students for participation and to increase student participation; (3) assessment of self-determination; (4) instructional practices that promote self-determination and family and school administrator roles in promoting self-determination in students; (5) self-determination instructional materials review; and (6) key issues and future directions in self-determination. Curriculum and assessment resources available to educators and service providers are described throughout the guide along with appropriate contact information. In addition, an appendix includes an annotated bibliography of recent articles and books written on the topic of self-determination. (Each chapter contains references.) (CR)

ED 442 208 EC 307 842

Wolf-Schein, Enid G. Schein, Jerome D.

The Case for Nonintrusive Assessment of Children Who Are Deafblind.

Pub Date—1998-08-15

Note—13p.; Paper presented at the Canadian Conference on Deafblindness (6th, Mississauga, Ontario, Canada, August 12-15, 1998).

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Classroom Observation Techniques, Data Collection, *Deaf Blind, Elementary Secondary Education, *Evaluation Methods, Foreign Countries, Multiple Disabilities, *Naturalistic Observation, *Participant Observation, Research Methodology, Scientific Methodology, *Student Evaluation

Identifiers—Canada, *Testing Accommodations (Disabilities), United States

This paper addresses the special problems in assessment of pupils who are congenitally or prelingually deafblind and who may have other disabilities, and argues that nonintrusive instruments and procedures are the assessment tools of choice. It contends that not enough attention has been given to developing, validating, and applying assessment procedures that meet the specialized needs of individuals whose major problem is not lack of inherent ability but a lack of opportunity to experience the world through the distance receptors of sound and/or sight, and that the use of inappropriate tests has led to placing children with deaf-blindness in unsuitable settings and cutting them off from learning what they must know for successful adaptation. The paper presents a fictitious case study to introduce nonintrusive assessment and BASIC (Behavioral Assessment Schedules for Individual Children), a nonintrusive assessment instrument. BASIC does not directly involve the pupil in a specific, structured task presented in a formal manner, but rather uses behavior observations. Ways in which nonintrusive assessments differ from currently applied standardized assessment tools are

discussed, and nonintrusive measures that successfully assess persons who are deaf-blind are described. (CR)

ED 442 209 EC 307 844

Blake, Christopher R. L. Garner, Philip

"We May Give Advice but We Can Never Prompt Behavior": Lessons from Britain in Teaching Students Whose Behavior Causes Concern.

Pub Date—2000-04-00

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, Elementary Secondary Education, *Emotional Disturbances, Foreign Countries, *Personality Traits, *Teacher Attitudes, *Teacher Characteristics, Teacher Competencies, *Teacher Student Relationship

Identifiers—Great Britain

This report focuses on teacher characteristics that enable teachers to work effectively with students with behavior disorders. A study was conducted that asked 60 British teachers, all of whom had some designated responsibilities for students with behavior problems, to identify a set of personal and professional characteristics which were most likely to equip teachers to work successfully with students with emotional and behavior disorders. In addition, the teachers were asked to rank their selection according to importance or significance. Findings indicate teachers found it very difficult to separate the professional characteristics of doing their job from those of a more personal nature. Communication skills, besides being the most frequently mentioned professional characteristic, were also prioritized as the most important. Skills with individual students were prioritized first by 14 percent of the teachers, while classroom management was identified by 11 percent. The use of humor was identified as the most important personal attribute, both in terms of frequency and its position as the top-priority characteristic. Patience also out-scored the most frequently mentioned professional characteristics and was ranked top by 24 percent of the teachers, while calmness and empathy also scored highly. (Contains 26 references.) (CR)

ED 442 210 EC 307 845

Huesman, Ronald L., Jr. Frisbie, David A.

The Validity of ITBS Reading Comprehension Test Scores for Learning Disabled and Non Learning Disabled Students under Extended-Time Conditions.

Pub Date—2000-04-00

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Grade 6, Intermediate Grades, *Learning Disabilities, *Reading Comprehension, *Test Validity, Testing, Time Factors (Learning), *Timed Tests

Identifiers—*Iowa Tests of Basic Skills, *Testing Accommodations (Disabilities)

This study investigated the effect of extended-time limits in terms of performance levels and score comparability for reading comprehension scores on the Iowa Tests of Basic Skills (ITBS). The first part of the study compared the average reading comprehension scores on the ITBS of 61 sixth-graders with learning disabilities and 397 non learning disabled sixth-graders under two timing conditions (extended-time vs. standard-time). The second part of the study examined whether the scores arising from the two timing conditions measured the same construct (i.e., reading comprehension) for both groups of students. Results indicate that students with learning disabilities made significantly larger gains on the ITBS Reading Comprehension Test under extended-time conditions than students with-

out learning disabilities who received appropriate timing instructions. Results also found testing directions had an effect on student performance. Non learning disabled students given instructions to take their time did not perform any differently than students with learning disabilities under extended-time conditions. When students without disabilities were told to work at a slow and careful pace, where time was not a factor, they made significant gains under extended-time conditions; however, when they were told to work at a normal rate, they did not make significant gains. (Contains 33 references.) (CR)

ED 442 211 EC 307 846

Seifert, Kelvin L.

Extremes of Inclusion: Too Much, Too Little.

Pub Date—2000-04-00

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Disabilities, Foreign Countries, *Inclusive Schools, *Interpersonal Competence, Peer Acceptance, *Peer Relationship, Primary Education, *Social Development, Teacher Role

Identifiers—Seven Oaks School Division Number 10 MB

This study investigated the inclusion of two children (age 7) in a general education classroom to illustrate the concepts of under inclusion and over inclusion. One child, who was found to be under included, rarely played with classmates on the playground and during "choice time" in class spent most of his time watching other children work or play. He watched others play checkers but rarely played the game himself and periodically would complain about never getting a turn at checkers, to which current players gave complicated reasons for his having to wait his turn. The other child was found to be over included. She was one of the most popular students in the class, was never alone on the playground, and could always be found standing or walking about, surrounded by a loosely defined circle of girls. The attention, however, was not always good for her, socially or academically. Strategies, including a group activity called "readers' circle", used by the teacher to moderate the extremes of under inclusion and over inclusion are discussed. (Contains 10 references.) (CR)

ED 442 212 EC 307 847

Schrag, Judy A.

Welfare Reform: Issues, Progress, and Implications for Persons with Disabilities.

National Association of State Directors of Special Education, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-04-00

Contract—H159K70002

Note—40p.

Available from—Project FORUM, National Association of State Directors of Special Education, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Adults, *Agency Cooperation, *Change Strategies, Children, Day Care, *Disabilities, Educational Legislation, Elementary Secondary Education, Eligibility, *Federal Legislation, *Federal State Relationship, Health Maintenance Organizations, Health Services, Human Services, Integrated Services, Nutrition, Preschool Education, Social Action, Special Education, State Departments of Education, State Legislation, State Programs, *Welfare Services

Identifiers—Amendments, Balanced Budget Act 1997, Individuals with Disabilities Educ Act Amend 1997, Personal Responsibility and Work Opp Recon Act, *Related Services

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) place an empha-

sis upon improved results for students with disabilities. A coordinated services system is encouraged in order to improve the effectiveness and efficiency of service delivery and accountability for results. To coordinate services with other agencies, state special education administrators must align the implementation of IDEA and state special education laws with other applicable federal and state laws. Intended to assist state education administrators as they work with welfare, health, and other human services counterparts in developing coordinated programs for persons with disabilities, this document discusses key provisions of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) and the Balanced Budget Act of 1997 (BBA). The Temporary Assistance for Needy Families (TANF) block grant program, the Supplemental Security Income (SSI) program, child nutrition programs, and Medicaid provisions are discussed. It further describes various state implementation strategies that are benefiting persons with disabilities and discusses selected implementation issues and challenges, including access to quality child care, continued access to SSI, implementation of the Children's Health Insurance Program, use of bundled Medicaid rates, managed care benefits and challenges, and continued access to health insurance. (Contains 47 references.) (Author/CR)

ED 442 213 EC 307 848
Baldwin, Chris A. Coleman, Christy L.

Achievement Goal Orientation: Instructional Practices and Teacher Perceptions of Gifted and/or Academically Talented Students.

Pub Date—2000-04-00

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academically Gifted, *Achievement Need, Elementary Education, *Goal Orientation, Rating Scales, *Self Motivation, Student Characteristics, Success, Teacher Attitudes, *Teaching Methods, Work Ethic

This study explored how some aspects of achievement goals theory can be integrated into the education of gifted and/or academically talented students. Specifically, the study addressed whether teachers of gifted students utilized task-focused instructional practices more often than performance-focused instructional practices, whether teachers of gifted students perceived differential achievement goal pursuit between high achieving and low achieving gifted students, and whether teachers of gifted students perceived within-group differences in goal pursuit for both high achieving and low achieving gifted students. Forty-nine teachers of gifted elementary students completed the "Approaches to Teaching and Learning" scale from the Patterns of Adaptive Learning Survey and a modified version of the "Personal Goals Orientation" student scale. Results indicated that teachers of gifted students reported significantly more use of task-focused instruction compared to performance-focused instruction. Teachers perceived high achieving gifted students to pursue task and performance-approach goals significantly more often than low achieving gifted students. High achieving gifted students were also perceived to pursue task and performance-approach achievement goals significantly more often compared to their pursuit of performance-avoidance goals. No relative difference in achievement goal pursuit was perceived for low achieving gifted students. (Contains 41 references.) (Author/CR)

ED 442 214 EC 307 849
Part C of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Year XII (1998-1999). Annual Performance Report.

Colorado State Dept. of Education, Denver.

Pub Date—1999-00-00

Note—18p.; For 1997-1998 Annual Performance

Report, see ED 430 359.

Pub Type—Reports—Descriptive (141)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, *Compliance (Legal), Credentials, Delivery Systems, Developmental Delays, *Disabilities, Disability Identification, Early Identification, *Early Intervention, Educational Legislation, *Federal Legislation, Individualized Family Service Plans, Paraprofessional Personnel, Preschool Education, Program Development, Referral, *State Programs, Statewide Planning

Identifiers—*Colorado, *Individuals with Disabilities Education Act Part C

This annual performance report describes activities of Colorado's statewide system of early intervention services and supports in compliance with Part C of the Individuals with Disabilities Education Act (IDEA) from July 1, 1998 through September 30, 1999. The report discusses: (1) interagency agreements; (2) agencies involved in the provision of services and other support in early intervention; (3) issues related to interagency coordination, such as Individualized Family Service Plan/service coordination, supports and services provided in natural environments, Part C/Community Center Board early intervention retreat, and local Part C community interagency activities; and (4) innovative service delivery models. Results from an analysis of children referred are reported and indicate that the referrals of children and families to Part C early childhood initiatives come from a variety of places and people. An analysis of disputes in Colorado found that no due process hearings or mediation procedures were requested in 1998-1999. Areas of concern identified through state monitoring are discussed, and Colorado's credentialing system for support personnel is described. Accomplishments and challenges of the Colorado early childhood program are also addressed. (CR)

ED 442 215 EC 307 850
Miles, Barbara

Literacy for Persons Who Are Deaf-Blind. DB-LINK Fact Sheet.

National Information Clearinghouse on Children Who Are Deaf-Blind, Monmouth, OR.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—2000-01-00

Contract—H025U20001

Note—12p.

Available from—DB-LINK, 345 N. Monmouth Ave., Monmouth, OR 97361. Tel: 800-438-9376 (Toll Free); Tel: 800-854-7013 (Toll Free/TTY); Fax: 503-838-8150; e-mail: dblink@tr.wou.edu; Web site: http://www.tr.wou.edu/dblink.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, Children, *Classroom Techniques, *Deaf Blind, Family Environment, *Literacy, *Reading Instruction, *Reading Strategies, Story Reading, Student Motivation, *Writing Instruction

This fact sheet discusses the importance of literacy for individuals who are deaf-blind, the social functions of reading and writing, and conditions necessary for the development of literacy. Strategies for promoting literacy among this population are described and include: (1) invite children and adults who are deaf-blind to observe as you use the computer, read the newspaper, write notes, read signs, and engage in other literacy activities; (2) arrange specific opportunities for the child or adult to touch adults or young people as they read Braille; (3) read stories to children who are deaf-blind; (4) use accessible labels on rooms, shelves, coat hooks and furniture; (5) pause a moment as a child notices a label, be aware of the child's reaction, and make a simple comment; (6) pause often during story-reading times, notice the child's reactions, and respond to them; (7) use dialog journal with a child who is deaf-blind and who has some beginning reading and writing skills; (8) respond conversationally to any drawing, proto-writing, or writing attempt; (9) accumulate Braille books and other materials; (10) make a story box to accompany a Braille or print

story; and (11) adapt storybooks by using textured pictures. (Contains 16 references.) (CR)

ED 442 216 EC 307 852
Favazza, Paddy C.

Strategies for Promoting Social Relationships among Young Children with and without Disabilities. Final Report.

Memphis Univ., TN. Dept. of Instruction and Curriculum Leadership.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-12-11

Contract—H023N50009

Note—31p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Attitude Change, *Attitudes toward Disabilities, Data Analysis, *Disabilities, Early Childhood Education, Friendship, Information Dissemination, Interpersonal Competence, Interpersonal Relationship, *Intervention, Kindergarten, Kindergarten Children, *Peer Acceptance, *Peer Relationship, Qualitative Research

This report details the activities and accomplishments of a 4-year federally supported project concerned with: (1) validating a new strategy designed to promote the social relationships among young children with and without disabilities; (2) creating a training manual for use by teachers to promote acceptance of young children with disabilities; and (3) dissemination of results. Overall results indicated that the intervention with kindergarten students resulted in demonstrated increases in social behavior directed toward peers with disabilities and more acceptance at posttest of children with disabilities on sociometric measures. Change across time was reflected on the Acceptance Scale for Kindergartners. Analysis of qualitative data found benefits in the following areas: greater understanding of individuals with disabilities; greater acceptance of individuals with disabilities and/or individuals who are different; support of reading at home; and improved development of social, language, and play skills. Year-by-year project achievements are reported for procedural objectives, expected outcomes, evaluation results, supplemental information/changes, and budget information. Appended are lists of publication and presentation dissemination activities. (DB)

ED 442 217 EC 307 853
Dorn, Sherman

A History of Special Education in Nashville, Tennessee, 1940-1990. Final Report.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1999-00-00

Contract—H023N50013, H023N60001

Note—54p.

Pub Type—Historical Materials (060)—Opinion Papers (120)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Child Advocacy, *Disabilities, *Educational History, *Educational Research, Educational Trends, Elementary Secondary Education, Pilot Projects, Private Schools, Public Education, Regular and Special Education Relationship, *Special Education, *Teacher Effectiveness, Teaching Skills, Trend Analysis

Identifiers—Nashville Metropolitan Public Schools TN, *Tennessee (Nashville)

This review of the history of special education in Nashville, Tennessee, from 1940 to 1990 focuses on two issues: first, how advocacy for children with disabilities and research changed the practice of special education after World War II in Nashville; and second, how the internal dynamics of the schools in Nashville shaped special education during this period. The review involved more than two dozen oral history interviews and examination of archival material such as hundreds of newspaper articles. The review concludes that both research and advocacy have been particularly important in program development within the Nashville public school systems, especially when pilot programs could be established with minimal disruption to organizational routines. The influence of research and advocacy on specific pedagogy, both teaching

methods and quality of teachers, was more difficult to ascertain since experimental programs were often dependent on existing teachers who lacked necessary training. Individual sections address: successful long-term influences, influences without clear success, and the greater success of pilot programs outside existing public schools. A concluding section addresses the importance of developing the teaching skills of general education teachers if special education is to be effective. A list of papers and presentations by the author is appended. (DB)

ED 442 218 EC 307 854

Andrews, Jean Smith, Zanthia

A Study of Four African-American Families Reading to Their Young Deaf Children (1996-1997). Final Report [for Student-Initiated Research Project].

Lamar Univ., Beaumont, TX.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—2000-01-26
Contract—H023B60034
Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Sign Language, *Black Mothers, Black Youth, Case Studies, Child Rearing, Culturally Relevant Education, *Deafness, Early Intervention, *Emergent Literacy, Hearing Impairments, Mentors, *Parents as Teachers, Partial Hearing, *Reading Aloud to Others, Role Models, Young Children
Identifiers—*African Americans, *Deaf Culture

This paper reports on a case study of four African American hearing parents who participated in an intervention project involving reading story books to their deaf/hard-of-hearing (hh) young children. The study included the utilization of: (1) research-based literacy strategies for both hearing and deaf/hh children; (2) African-American cultural role models and mentors, both hearing and hearing impaired; (3) cultural books featuring African-American characters and themes; and (4) American Sign Language for communication purposes. Parent training sessions were in the parents' homes and included videotaping the parent reading/signing to their child and provision of feedback to parents based on a checklist of desirable literacy strategies. Among results of the intervention were the following: parents learned to modify reading strategies to fit the specific literacy needs of their deaf/hh child; parents began utilizing sign language more for daily communication; parents were exposed to African-American deaf culture and deaf culture in general; and the children were provided with a strong literacy model (their parent). (DB)

ED 442 219 EC 307 855

McLean, Patricia Andrews, Jana

The Learning Support Needs of Students with Psychiatric Disabilities Studying in Australian Post-Secondary Institutions.

National Centre for Vocational Education Research, Leabrook (Australia).
Report No.—ISBN-0-87397-544-8
Pub Date—1999-08-00
Note—109p.

Available from—NCVER Ltd., 252 Kensington Road, Leabrook; PO Box 115, Kensington Park, SA 5068, Australia. Web site: <http://www.ncver.edu.au>.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Persistence, *Dropout Prevention, Focus Groups, Foreign Countries, *Intervention, *Mental Disorders, Postsecondary Education, Student Needs, Student Rights, Surveys

Identifiers—*Australia

This project investigated the learning support needs of post-secondary Australian students with a psychiatric disability for the purpose of maximizing student retention. Fifteen focus groups were held throughout Australia with students, prospective students, teachers, support staff, and management. In addition, three surveys were completed by 256

staff, 113 students, and 25 prospective students. The project identified the following themes: (1) extent of psychiatric disability in the higher education context; (2) concepts of mental wellness and psychiatric disability; (3) issues of disclosure and confidentiality; (4) university study as a stressful experience; (5) effects of disturbing behavior (staff and student perspectives); (6) resources; and (7) roles and responsibilities. Implications are drawn for best practice support (such as the importance of staff training), for best practice policy (such as the need for accommodations), and for staff training (such as knowledge of disability legislation and student rights). Individual sections of the report address research aims, definition and terminology, relevance of the research, previous research, legal implications for policy, methodology, emerging themes, results, and discussion. Appendices provide information on interview and focus group participants and the three survey forms. (Contains 63 references.) (DB)

ED 442 220 EC 307 856

Marlowe, Mike Maycock, George

Using Literary Texts in Teacher Education To Promote Positive Attitudes toward Children with Disabilities.

Pub Date—1998-00-00

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, *Attitudes toward Disabilities, *Disabilities, Elementary Secondary Education, Emotional Disturbances, Higher Education, Introductory Courses, *Literature, *Preservice Teacher Education, *Reader Response, Special Education Teachers

This paper briefly discusses the uses of literary and professional texts in exceptional children teacher education and then reports on two studies examining the effects of literary texts on changing attitudes of prospective teachers toward children with disabilities. In the first study, an experimental section of an introductory course in teaching utilized a literary text-based course module, whereas the control group section read chapters from standard texts. In the second study, special education majors who were enrolled in an introductory course in the education of children with emotional and behavioral disorders read either literary trade books or chapters from standard texts. In both studies, reading literary texts was more effective than reading professional texts in promoting positive attitude change. The paper discusses change mechanisms existing within literature and the therapeutic components created through the use of literature, drawing implications for the use of literature in teacher education. Data on each of the two studies are attached. (Contains 50 references.) (12b)

ED 442 221 EC 307 857

Dale, Richard E.

The Politics of Special Education Policy in Charter School Legislation: Lessons from Pennsylvania.

Pub Date—2000-04-24

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Charter Schools, *Disabilities, *Educational Legislation, Educational Policy, Elementary Secondary Education, Federal Legislation, Qualitative Research, Regular and Special Education Relationship, *Special Education, *State Legislation

Identifiers—*Pennsylvania

This study explored how and why special education policy issues were treated as they were in the formulation of Pennsylvania's charter school law, Act 22 of 1997. The qualitative study utilized formal and informal interviews of state policymakers, review of documents, review of archival records, and participant observation. Findings indicated a philosophical mismatch between two educational concepts: charter schools (a deregulated movement)

and special education (seen as an over-regulated area). Among 15 specific findings were the following: (1) policymakers failed to anticipate the paradoxical outcome of making charter schools autonomous; (2) special education issues were neglected because special education experts were not called upon to contribute to the design of Act 22 of 1997; (3) policymakers feared that the charter school bill might be derailed if much time or exposure were given in the debate to the controversial matter of special education; and (4) the shift in competing values away from an emphasis on equity to a focus on liberty (choice) and efficiency contributed to the neglect of special education issues. The paper urges Pennsylvania policymakers to review and clarify issues concerning the Act's special education funding formula, admission of children with disabilities, transportation, and teacher certification. (Contains 25 references.) (DB)

ED 442 222 EC 307 858

O'Brien, John

Focus on Vermont's Self-Determination Project.

Spons Agency—Syracuse Univ., NY. Center on Human Policy; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC; Minnesota Univ., Minneapolis. Inst. on Community Integration.

Pub Date—1998-00-00

Contract—H133B980047

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Case Studies, Change Strategies, Children, Delivery Systems, *Developmental Disabilities, Focus Groups, Models, *Personal Autonomy, Program Evaluation, Self Advocacy, *Self Determination, *Systems Approach, Teamwork, Training
Identifiers—*Vermont

This paper reports on a focus group discussion held in June, 1998, in Killington, Vermont, about a 3-year project in Vermont to encourage the self-determination of people with developmental disabilities. The project has involved training of four project teams, each composed of a person with a developmental disability, a family member, and a person experienced in providing services. The responses of the 60 focus group participants are summarized in a model of self-determination involving different aspects of the individual, sources of support, and life processes and a selection of their comments concerning their understanding of self-determination, what support includes, and examples of self-determination. Also reported are system challenges identified by the group such as accounting for the system's money in a way that is clear to people and their families and potential pitfalls such as exclusion of people based on unwarranted assumptions. Finally, the most important contributions of the self-determination project are identified including strengthening of self-advocacy organizations, realization by agency managers of new ways to foster self-determination, and a reconsideration of many aspects of case management. (DB)

ED 442 223 EC 307 859

O'Brien, John O'Brien, Connie Lyle

Guiding People Home: The Role of Wisconsin's Supported Housing Specialist.

Responsive Systems Associates, Lithonia, GA.

Spons Agency—Wisconsin Council on Developmental Disabilities, Madison; Administration on Developmental Disabilities (DHHS), Washington, DC; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC; Minnesota Univ., Minneapolis. Inst. on Community Integration; Minnesota Univ., Minneapolis. Research and Training Center on Community Living; Syracuse Univ., NY. Center on Human Policy.

Pub Date—1999-08-00

Contract—H133B980047

Note—32p.; Written with Marcie Brost.

Available from—Wisconsin Council on Developmental Disabilities, P.O. Box 7851, Madison,

WI 53707-7851.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Decision Making, Delivery Systems, *Disabilities, *Housing, *Independent Living, *Individualized Programs, Interviews, Specialists

Identifiers—*Supported Housing, Wisconsin

This paper describes the role of the Supported Housing Specialist as developed by the Wisconsin Council on Developmental Disabilities and the Wisconsin Department of Health and Family Services. The paper is based on extensive interviews with Marcie Brost who developed and holds the position. This paper is intended to be used with a set of guidebooks providing practical advice about procedures that are effective in developing individualized housing solutions and two videotapes showing what some families have achieved. The paper emphasizes the role of the service broker and the importance of creating effective relationships in finding individualized housing solutions. The paper notes system boundaries and conflicts that define the specialist's role and identifies defining principles such as separating housing and support and encouraging family investment. It stresses the use of a "least difference" strategy that utilizes a decision-making process as similar as possible to that of any other individual selecting housing. Emphasis is also on generation of local patterns of success. The paper reports on results such as provision of assistance with individualized housing solutions to 177 households over a 3-year period. (DB)

ED 442 224

EC 307 860

Shultz, Bonnie Walker, Pam Hulgin, Kathy Bogdan, Bob Taylor, Steve Moseley, Charles

Closing Brandon Training School: A Vermont Story.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—1999-02-00

Contract—H133D50037, H133A990001

Note—56p.: "Supported in part by the National Resource Center on Supported Living and Choice and the National Resource Center on Community Integration."

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Community Cooperation, *Deinstitutionalization (of Disabled), Developmental Disabilities, Elementary Secondary Education, Institutional Research, Interviews, *Mental Retardation, *Program Termination, *Residential Schools, *School Closing, School Community Relationship, State Programs

This report describes the closure process for Brandon Training School, Vermont's only public institution for people with mental retardation and developmental disabilities, until it was closed in 1993. The report was developed through a review of documents and interviews with state administrators, local program directors and staff members, former Brandon employees, members of the Brandon town community, former residents and parents, advocates, attorneys, university researchers, and others. Topics discussed include what Brandon was like, origins of the idea of closure in the mid-1970s, issues for the advocacy community, beginning the closure process through development of a "Unification Plan," the role of the Division of Mental Retardation, the role of community providers, service development, building an infrastructure, moving toward individualized services, creating safeguards, challenges for the community service system, labor and economic issues for the Brandon community, physical plant issues, and social impact. A concluding section summarizes 10 key factors related to closure. These include recognition of shared values and common vision, responsiveness of administrators, and collaboration among community service providers. (Contains 14 references.) (DB)

ED 442 225

EC 307 861

O'Brien, Connie Lyle O'Brien, John

My House Is Covered with Papers! Reflections on a Generation of Active Citizenship. Community Supported Living Series.

Responsive Systems Associates, Lithonia, GA.; Wisconsin Council on Developmental Disabilities, Madison; Syracuse Univ., NY. Center on Human Policy.

Spons Agency—Minnesota Univ., Minneapolis. Inst. on Community Integration; Minnesota Univ., Minneapolis. Research and Training Center on Community Living; Administration on Developmental Disabilities (DHHS), Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—1999-00-00

Contract—H133B30072

Note—35p.: Produced with Fran Bicknell, Sue Kendrick, Mary Murphy, Reg Olson, and Jayn Wittenmyer.

Available from—Wisconsin Council on Developmental Disabilities, P.O. Box 7851, Madison, WI 53707-7851. Tel: 608-266-7826; e-mail: wiswedd@dhhs.state.wi.us. For full text: <http://soeweb.syr.edu/thechp>.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Change Agents, *Change Strategies, *Child Advocacy, *Citizen Participation, *Developmental Disabilities, Family Involvement, Lobbying, Mothers, *Parent Associations, Volunteers

Identifiers—Wisconsin

This booklet highlights some of the insights that five mothers of children with developmental disabilities have gained after a generation of working together to improve the lives of people with developmental disabilities in Wisconsin. It discusses civic activism, the critical importance of organized parent support, difficulties in collaborating with professionals, and social changes that affect the conditions for volunteer action. Lessons learned include: (1) parents with very different visions for their own sons and daughters can find common ground and work together for important changes; (2) victories can have unexpected consequences; (3) broader coalitions increase political clout, but once legislation is passed and appropriations are made, there will be many questions to settle about how the benefits are divided; (4) insiders in the system can and will be a help when common issues are discovered; (5) what took years to gain can be lost at the stroke of a pen; (6) ask for help and relinquish control when necessary in the interest of attaining what seems to be important; and (7) families need to be involved in finding solutions to problems, not only in identifying problems. (CR)

ED 442 226

EC 307 862

O'Brien, John

Community Engagement: A Necessary Condition for Self-Determination and Individual Funding.

Responsive Systems Associates, Lithonia, GA.; Syracuse Univ., NY. Center on Human Policy.

Spons Agency—Minnesota Univ., Minneapolis. Research and Training Center on Community Living; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Minnesota Univ., Minneapolis. Inst. on Community Integration.

Pub Date—1999-00-00

Contract—H133B980047

Note—21p.: Paper based on a meeting of the Community Engagement Working Group (Pickering, Ontario, Canada, March 25, 1999).

Available from—For full text: <http://soeweb.syr.edu/thechp>.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), Adults, *Advocacy, Attitude Change, *Community Involvement, *Community Programs, *Community Support, Depleted Resources, *Disabilities, Financial Needs, *Independent

Living, Models, Political Power, Resource Allocation

This report discusses the need to provide people with disabilities with accessible opportunities for community contribution and to provide the individualized supports and assistance necessary to enable their participation. Two strategies are discussed for realizing these objectives: adequate individual funding controlled by people with disabilities and their families and friends; and a process of culture change through community engagement. Two models of the community engagement process are presented that directly involve more people and associations and promote higher levels of organization among people with disabilities and their families and friends. Possibilities for action are described and include: (1) create more family groups; (2) support leadership from among people with disabilities; (3) tell powerful stories; (4) keep person-centered planning vital and outside the orbit of the service system; (5) maintain clear links to political action while pursuing a distinct strategy; (6) develop cooperative projects; and (7) offer formal learning opportunities. (CR)

ED 442 227

EC 307 863

Walker, Pam Shultz, Bonnie Hall, Mair Harris, Perri

"Learning Community" Discussion Paper: Self-Determination in Vermont.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—1999-03-00

Contract—H133D50037, H133A990001

Note—33p.: Preparation of this report supported by the National Resource Center on Supported Living and the National Resource Center on Community Integration, Syracuse University.

Available from—Center on Human Policy, Syracuse University, 805 S. Crouse Ave., Syracuse, NY 13244-2280. For full text: <http://soeweb.syr.edu/thechp>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adults, *Disabilities, Independent Living, Individual Power, Interviews, *Money Management, *Personal Autonomy, Program Evaluation, Quality of Life, *Self Advocacy, *Self Determination, State Programs, Teamwork

Identifiers—Vermont

A series of individual and small-group interviews on self determination for individuals with disabilities was conducted as part of the Vermont Self-Determination Project, a 3-year project to implement a statewide system change designed to allow people with developmental disabilities to have control and choice in their lives. The interviews were held with four teams, each composed of a consumer, a family member, and a service agency representative. Additional interviews were conducted with non-team project staff. Results from the interviews indicated that: (1) an important component of self-determination is individual control over lives and money; (2) self-determination must go hand-in-hand with the further development of self-advocacy; (3) it is important that agencies, families, and others work with teams to further support the growth of self-advocacy; (4) clarity is needed on areas of responsibility for individuals who elect to manage their own money through an intermediary service organization; (5) quality-of-life issues need to be examined within the context of self-determination; and (6) real choices are limited within the existing system. Success and challenges of the project and the self-determination teams are discussed. (CR)

ED 442 228

EC 307 864

Olney, Marjorie F. Harris, Perri

It's All Business: A Site Visit Report on Working Order, Sharnsburg, Pennsylvania.

Syracuse Univ., NY. Center on Human Policy; Minnesota Univ., Minneapolis. Research and Training Center on Community Living.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Wash-

ington, DC.

Pub Date—1998-10-00

Contract—H133D50037, H133B980047

Note—21p.; Preparation of this report supported by the National Resource Center on Community Integration, Syracuse University.

Available from—Center on Human Policy, Syracuse University, 805 South Crouse Ave., Syracuse, NY 13244-2280. For full text: <http://soeweb.syr.edu/thechp>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Careers, Case Studies, Community Programs, *Disabilities, *Entrepreneurship, Financial Support, Helping Relationship, *Mentors, Merchants, Program Development, Self Employment, Severe Disabilities, *Small Businesses

This report discusses the results of a case study of Working Order, a Pennsylvania program designed to develop entrepreneurs with and without disabilities by sharing the expertise, resources, and skills of small business owners. The strategy of the program is to invite competitive entrepreneurs, those who could likely produce and sell their services or products on the open market, to share space with and support entrepreneurs who would likely not be able to compete in the marketplace due to their disabilities. The report describes how the program was started, its organizational structure and financing, its location in a former high school that has been converted to a community center, advantages to members, the business plan, and mentorships. Support strategies and three member profiles are discussed. Experiences with cooperative entrepreneurship, the importance of a well-developed mission statement, advantages of entrepreneurship for people with severe disabilities, ways to by-pass traditional funding and regulatory mechanisms, and the benefits of mutual support are also addressed. The report closes with a discussion on the challenges that Working Order is facing, including enticing competitive entrepreneurs. (CR)

ED 442 229

EC 307 865

O'Brien, John

Learning about Community Support for the Families of Children with Disabilities. Reflections on the Local Liaison Learning Group. Parent Leadership Program.

Responsive Systems Associates, Lithonia, GA.; Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—2000-01-00

Note—31p.; Produced with Bryn Fortune, Sharon Dietrich, John Blough, and Nancy Peeler.

Available from—Center on Human Policy, Syracuse University, 805 South Crouse Ave., Syracuse, NY 13244-2280. For full text: <http://soeweb.syr.edu/thechp>.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Attitude Change, *Change Agents, *Change Strategies, Child Advocacy, Children, *Community Change, *Disabilities, Family Involvement, Groups, Parent Associations, Performance Factors, Social Change, *Teamwork

The Parent Leadership Program team that created and facilitated a Local Liaison Learning Group between September 1998 and November 1999 gathered in mid-January 2000 to discuss what they had learned. The Learning Group was thought of by the Parent Leadership Program team as an applied research setting for investigating the conditions that support or undermine change in families of children with disabilities and their communities. The compilation of a learning history, designed to capture Learning Group participants' views of their local projects at four points in the project years, describes a process intended to support change and intervention which mostly did not occur, because of the inability of project teams to overcome the barriers to taking any sustained and broad-based action to influence their communities. The learning process did, however, contain important lessons for people concerned about improving family support and cre-

ating effective parent-professional partnerships. Lessons were learned also about the difficulty of acting creatively outside the boundaries of established roles and practices. (CR)

ED 442 230

EC 307 866

Taylor, Steven J.

Negotiation. [Revised].

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—2000-00-00

Contract—H133A990001

Note—12p.; Partial support for the preparation of this version provided by the National Resource Center on Supported Living and Choice, Syracuse University. Paper originally prepared in 1979 by the DD Rights Center of the Mental Health Law Project and the Center on Human Policy.

Available from—Center on Human Policy, Syracuse University, 805 South Crouse Ave., Syracuse, NY 13244-2280. For full text: <http://soeweb.syr.edu/thechp>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Child Advocacy, Children, *Conflict Resolution, Decision Making, *Disabilities, *Family School Relationship, Interpersonal Communication, *Parent Teacher Conferences, *Problem Solving

Identifiers—*Negotiation Processes

This paper is designed to enable disability activists, parents, and advocates to negotiate effectively. It begins by describing negotiations for short-term or long-term changes and different approaches for negotiating. Steps for preparing for negotiation are listed, along with strategies: (1) control the negotiation session; (2) never negotiate when you are outnumbered; (3) select a spokesperson; (4) present a united front; (5) know and cite the facts; (6) know how people resist change; (7) be assertive, but don't attack people personally; (8) avoid being put on the defensive; (9) use anger strategically; (10) create a record; (11) latch onto any concessions; (12) establish firm timetables and standards of performance; (13) don't do work for the other side; (14) know what will and will not be accepted; and (15) use strategies for deadlocks such as walk-outs, or threats of media coverage or litigation. Follow-up steps for negotiation are also provided. (CR)

ED 442 231

EC 307 867

Walker, Pam

Acting on a Vision: Agency Conversion at KFI, Millinocket, Maine.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—2000-02-00

Contract—H133A990001

Note—23p.; The preparation of this article was supported in part by the National Resource Center on Supported Living and Choice, Center on Human Policy, School of Education, Syracuse University.

Available from—Center on Human Policy, Syracuse University, 805 South Crouse Ave., Syracuse, NY 13244-2280. For full text: <http://soeweb.syr.edu/thechp>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Change Agents, *Change Strategies, Creativity, *Disabilities, Inclusive Schools, *Independent Living, *Organizational Change, *Performance Factors, Persistence, Preschool Children, Preschool Education, *Supported Employment, Teamwork

Identifiers—Maine

This report is part of a series of reports designed to document innovative daytime and supported living practices. It is based on a site visit to Katahdin Friends, Inc. (KFI) in March 1998. Since the mid-1980s, KFI, located in Millinocket, Maine, has transformed its supports for people with developmental disabilities from those that promote segregation to those that promote community inclusion

and membership. KFI has transformed their preschool into an integrated preschool and closed the special purpose school, transferring children into regular public schools. In addition, they closed both the workshop and the day program, opting instead to support people in community jobs and other meaningful, integrated daytime activities. At the time of the site visit, the agency provided supported living services to 22 people and day services to 14 individuals. The first section of the report describes some of the key factors that facilitated conversion. The next section presents examples of community supports provided by the agency. A concluding section discusses key components to the conversion process, including a value base that plays a strong role in guiding decisions and actions, persistence, creativity, a focus on relationships, and collaboration. (CR)

ED 442 232

EC 307 868

Lane, Nancy

Resource Packet on Disability, Spirituality, and Healing.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—1999-05-00

Contract—H133A990001

Note—182p.; This information package is distributed through an agreement between A Healing Ministry and the National Resource Center on Supported Living and Choice, Syracuse University.

Available from—Center on Human Policy, Syracuse University, 805 South Crouse Ave., Syracuse, NY 13244-2280. For full text: <http://soeweb.syr.edu/thechp>.

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Accessibility (for Disabled), Adults, Children, Church Programs, Church Responsibility, *Church Role, *Churches, *Clergy, *Coping, *Counseling Techniques, Curriculum, *Disabilities, Priests, Religion, Training Methods

This resource packet includes information relating to the inclusion of people with disabilities in the Christian church. The first article, "Changing Attitudes, Creating Awareness," highlights several critical areas where churches can begin to understand the barriers of exclusion to people with disabilities. The following article, "Victim Theology," discusses biblical and theological issues that blame and victimize persons with disabilities. A syllabus is included of a two-credit course that introduces students to ministry with people with physical and mental disabilities. The syllabus and an extensive annotated bibliography serve to provide a reference guide for resources that are available to churches. The next section of the packet includes handouts used for courses, retreats, and lectures. Information addresses: (1) church accessibility; (2) counseling persons with disabilities or their families; (3) implications of disability on family life; (4) the grief cycle; (5) identifying spiritual needs; (6) forgiveness; (7) strategies for pastoral care of persons with disabilities or their families; and (8) attitudes of clergy with disabilities. Reprints are included of "Healing of Bodies and Victimization of Persons: Issues of Faith-Healing for Persons with Disabilities" and "A Theology of Anger When Living with Disability." (Articles contain references.) (CR)

ED 442 233

EC 307 869

Walker, Catherine Antaya-Moore, Dana

La réussite scolaire de votre enfant: Pour aider votre enfant à mieux apprendre à la Maison et à l'école, de la 1re à la 9e année. Manuel d'accompagnement à l'intention du parent = The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1-9.

Alberta Learning, Edmonton. Direction de l'éducation française; Learning Disabilities Association of Alberta, Edmonton.

Report No.—ISBN-0-7785-0812-9

Pub Date—2000-00-00

Note—67p.; For the English version, see ED 422

711.

Available from—Direction de l'éducation
française, Alberta Learning, 11160 Avenue Jasper,
Edmonton, Alberta, T5K 0L2, Canada.
Tel: 780-427-2940; e-mail:
DEF@edc.gov.ab.ca.

Language—French

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, French, French Canadians, *Learning Disabilities, *Learning Strategies, Mathematics, *Parent Student Relationship, *Parents as Teachers, Reading, *Self Management, Spelling, *Study Habits, Test Wiseness, Writing (Composition)

Identifiers—Alberta, *Testing Accommodations (Disabilities)

This guide for French-speaking parents of students with learning disabilities in Alberta presents a variety of strategies parents can use to help their children in grades 1 through 9 become successful learners. Section 1 offers ideas for helping students get and stay organized, such as using self-talk to create a positive attitude and organizing materials. Among many suggestions for developing reading skills are using games to learn sight words, paired reading, and talking about books. Writing suggestions include using various techniques to get started writing, helping students develop proofreading and editing strategies, and using word processing. The section on spelling covers helping children find the correct spelling of a word, editing spelling in written work, and ways to learn new words. The following section, on mathematics, offers suggestions on practicing number facts, getting math work done, problem-solving, preparing for a math test, and using technology. Suggestions for preparing and taking tests include study tips, accommodations for test taking, test writing strategies, and utilizing test results. The final section is on projects and covers finding information, alternative ways to show learning, book reports, and technology. Appendices include forms and the correct order of strokes in letter formation. (CR)

ED 442 234

EC 307 870

Follow the Footprints: Discover the Hidden Talents of Your Children = Siga las huellas: Busque 105 tesoros escondidos en sus hijos = Swiv piti ou toutan: Chache jween tout don li genyen lot moun pa ka we. Teacher's Reference Edition.

Florida State Dept. of Education, Tallahassee.
Bureau of Instructional Support and Community Services.

Pub Date—1999-00-00

Note—5p.

Available from—Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, Room 622, Turlington Building, Tallahassee, FL 32399-0400; Tel: 850-488-1879; Fax: 850-487-2679; e-mail: cicbisc@mail.doe.state.fl.us

Language—English, Spanish, Haitian Creole
Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Ability Identification, Behavior Patterns, Child Rearing, Elementary Secondary Education, *Gifted, *Student Characteristics, *Talent Identification

Identifiers—Florida

This brochure, in English, Spanish, and Haitian Creole, is intended to help parents identify children who are gifted and may need an education that goes beyond what is provided in their classrooms. It focuses on eight characteristics typical of such children with examples of behaviors showing the characteristic. The characteristics are: (1) dedication; (2) expression; (3) friendship; (4) curiosity; (5) adaptability; (6) interest; (7) energy; and (8) elaboration. A student behavior observation form is attached on which parents can record student behaviors in each of these areas. (DB)

ED 442 235

EC 307 873

Challenge Grant for the Gifted: Collaborative Curriculum Projects. 1998-99 Summaries.

Florida State Dept. of Education, Tallahassee.
Bureau of Instructional Support and Community Services.

Pub Date—1999-00-00

Note—77p.

Available from—Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, Room 622, Turlington Building, Tallahassee, FL 32399-0400; Tel: 850-488-1879; Fax: 850-487-2679; e-mail: cicbisc@mail.doe.state.fl.us; Web site: http://www.firn.edu/doe/commhome/

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—*Academically Gifted, *Cooperative Programs, *Curriculum Development, Elementary Secondary Education, Grants, *Instructional Design, *School Community Relationship

Identifiers—*Florida

This publication describes 19 projects in Florida school districts supported by the 1998 Collaborative Curriculum Project. Grants were awarded to projects at the classroom or school level to address a significant problem or issue in the education of gifted students, support the redesign of instruction, and support collaboration among students, teachers, and community members to enhance instruction. Information about each project is presented in the following format: (1) project goals and rationale; (2) project implementation (e.g., problem or issue addressed, curriculum content focus, and instructional methodology); (3) evaluation (assessment of student performance, project evaluation); (4) budget; and (5) contact person. (DB)

ED 442 236

EC 307 874

Beech, Marty McKay, Jan Pankaskie, Sara

Diploma Decisions for Students with Disabilities: What Parents Need to Know.

Florida State Dept. of Education, Tallahassee.
Bureau of Instructional Support and Community Services.

Pub Date—1999-00-00

Note—50p.

Available from—Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, Room 622, Turlington Building, Tallahassee, FL 32399-0400; Tel: 850-488-1879; Fax: 850-487-2679; e-mail: cicbisc@mail.doe.state.fl.us; Web site: http://www.firn.edu/doe/commhome/

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Decision Making, *Disabilities, *Graduation Requirements, High Schools, *Individualized Education Programs, Long Range Planning, Middle Schools, Parent Student Relationship, *Student Educational Objectives, Transitional Programs

Identifiers—*Florida, *Individualized Transition Plans

This guide for parents of students with disabilities in Florida provides information about the types of diplomas available through the Florida public school system and is intended to help parents and students make diploma choices in middle school and beyond as part of yearly transition individualized education program (IEP) meetings. Part 1 explains the requirements for each diploma option, the pros and cons of each option, and choices for students who do not meet requirements for a diploma. Part 2 explains how to choose the best diploma option for a specific child and the role of parent and student on the transition IEP team. Part 3 describes the steps to be taken each year to ensure that a student earns the most appropriate diploma. Part 4 explains how to learn about changes regarding diploma options and graduation requirements. Six appendices provide additional information including: (1) current graduation requirements for a standard diploma; (2) accommodations and modifi-

cations; (3) the Sunshine State Standards for a special diploma; (4) acquiring a diploma by passing the Tests of General Educational Development; (5) samples of rating scales for choosing between diploma options; and (6) additional resources. (Contains 26 references.) (DB)

ED 442 237

EC 307 875

Teaching Students Who Are Gifted and Talented. Programming for Students with Special Needs.

Alberta Learning, Edmonton. Special Education Branch.

Report No.—ISBN-0-7732-1801-7

Pub Date—2000-00-00

Note—366p.

Available from—Special Education Branch, 10 Floor, East Devonian Bldg., 11160 Jasper Ave., Edmonton, AB T5K 0L2, Canada; Tel: 780-422-6326; Fax: 780-422-2039.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC15 Plus Postage.

Descriptors—Ability Identification, *Academically Gifted, *Creativity, Curriculum Development, Definitions, Educational Philosophy, Elementary Secondary Education, Foreign Countries, Postmodernism, *Student Characteristics, *Talent, Talent Identification, *Teaching Methods

Identifiers—*Alberta

This guide is intended to help schools and classroom teachers in Alberta provide successful school experiences for gifted and talented students. Section 1 focuses on program administration, including Alberta legislation, policy, and regulations; district administration of programs; and school administration of programs. Section 2 identifies an emerging paradigm which views giftedness as having multiple forms and as being diagnostic, developmental and based more on performance than test results. Also considered are concepts of giftedness as defined by Sidney Marland, Joseph Renzulli, Howard Gardner, Robert Sternberg, Donald Treffinger, Francois Gagne, Julian Stanley, John Feldhusen, and George Betts. Section 3 focuses on identification with emphasis on inclusive identification processes. Section 4 considers characteristics of creatively gifted students in the visual and performing arts and offers classroom strategies for developing these talents. Section 5 specifically discusses strategies for designing and implementing instruction, including curriculum modification and instructional strategies. Section 6 discusses post-modern theory, its impact on current educational practice, and implications for developing curricula for gifted and talented students. Forty-eight sample forms are appended. Also attached are suggested teaching resources, publishers' addresses, an annotated test inventory, and a listing of support networks. (Contains approximately 400 references.) (DB)

ED 442 238

EC 307 876

Discipline of Students with Disabilities: Guidance for the Development and Implementation of District Discipline Policies for Students with Disabilities. Pursuant to the Individuals with Disabilities Education Act Amendments of 1997 and 34 CFR Part 300.

Illinois State Board of Education, Springfield.

Pub Date—1999-05-00

Note—29p.

Available from—Illinois State Board of Education, 100 North First St., Springfield, IL 62777-0001; Web site: http://www.isbe.state.il.us.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Compliance (Legal), Decision Making, *Disabilities, *Discipline Policy, Educational Legislation, Educational Policy, Elementary Secondary Education, Expulsion, Federal Legislation, Intervention, School Districts, Services, *Special Education, *State Regulation, State Standards, Student Evalua-

tion, *Student Placement, Student Rights, Suspension

Identifiers—Functional Behavioral Assessment, *Illinois, Individuals with Disabilities Education Act Amend 1997

This Illinois state memorandum to school district superintendents provides clarification of policies regarding discipline of students with disabilities, specifically the issue of multiple suspensions, which may in the aggregate total more than 10 school days per school year, and the amount of services required during disciplinary exclusions. The guidelines are provided in question-and-answer format and are grouped in sections which address the following topics: (1) removal (requirements for special education services during suspensions or expulsions of various lengths); (2) change of placement (definition of a disciplinary "change in placement," student rights to special education services, and qualifications of service providers); (3) functional behavioral assessment and behavioral intervention plans (development of behavior intervention plans by the student's individualized education program team); (4) interim alternative educational setting (options when the student possesses a weapon or drugs, and length of alternative placement); (5) dangerous behavior (standards for determining whether the behavior requires removal or hearings); (6) students not yet eligible for special education and related services (expedited evaluations); (7) reporting a crime; and (8) regulations under the Individuals with Disabilities Education Act, 1997. (DB)

ED 442 239

EC 307 877

Fiscal Procedures for Special Education Pupil Reimbursement. Revised for 1998-99 School Year.

Illinois State Board of Education, Springfield. Center for Fiscal and Shared Services.

Pub Date—1999-04-00

Note—57p.

Available from—Illinois State Board of Education, Center for Fiscal and Shared Services, 100 North First St., Springfield, IL 62777; Tel: 217-782-5256.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, *Educational Finance, Elementary Secondary Education, *Expenditure per Student, Financial Support, Recordkeeping, Records (Forms), *Special Education, *State Aid, State Programs, *State Regulation, State School District Relationship

Identifiers—*Illinois

This handbook is a compilation of fiscal procedures and instructions to assist Illinois local education agencies in claiming reimbursement for special education services for the 1998-99 school year. It contains: (1) general instructions for completing the Special Education Pupil Reimbursement form; (2) instructions for filling out sections relating to private facility reimbursement, extraordinary reimbursement, and orphanage reimbursement; (3) instructions for correcting error messages on the Special Education Pupil Reimbursement Claim for private facility and extraordinary student claims; (4) instructions for completing the Special Education Tuition Cost Sheet; (5) instructions for completing the Special Education Documentation Sheets; (6) instructions for completing the Special Education Tuition Bill and Claim Computation; (7) instructions for completing the Special Education Depreciation Schedule; and (8) Title 23 of the Illinois Administrative Code, Section 130 relating to determining special education per capita tuition charge. The handbook includes the Illinois Special Education Pupil Reimbursement form, the Special Education Tuition Cost Sheet, the Special Education Documentation Sheets, the Special Education Tuition Bill and Claim Computation form, and the Special Education Depreciation Schedule form. (CR)

ED 442 240

EC 307 878

National Disability Policy: A Progress Report, November 1, 1998—November 19, 1999.

RIE DEC 2000

National Council on Disability, Washington, DC.

Pub Date—2000-05-15

Note—100p.; For previous Progress Report, see ED 428 496.

Available from—National Council on Disability, 1331 F St., NW, Suite 1050, Washington, DC 20004-1107; Tel: 202-272-2004 (Voice); Tel: 202-272-2074 (TTY); Fax: 202-272-2022; Web site: <http://www.ncd.gov> (available in alternative formats).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accessibility (for Disabled), Adults, *Civil Rights Legislation, *Compliance (Legal), *Disabilities, *Disability Discrimination, Educational Legislation, Elementary Secondary Education, Employment, Federal Legislation, Health Services, Housing, Immigrants, Inclusive Schools, *Public Policy, Research, Transportation, Trend Analysis

Identifiers—Americans with Disabilities Act 1990, National Council on Disability, *Social Security

This report describes the nation's progress in advancing public policies to increase the inclusion, empowerment, and independence of people with disabilities of all ages consistent with the vision of the Americans with Disabilities Act of 1990. The report covers the period of November 1, 1998 through November 19, 1999. It reviews federal policy activities by major issue areas, noting progress where it has occurred and making further recommendations where necessary. Progress is evaluated in the following areas: (1) disability research; (2) civil rights; (3) education; (4) health care; (5) long-term services and supports; (6) youth; (7) immigrants and racial and ethnic minorities with disabilities; (8) social security work incentives and programs; (9) employment; (10) welfare-to-work; (11) housing; (12) transportation; (13) technology and telecommunications; and (14) international issues. The report concludes that current public policy results in an unemployment rate for people with disabilities exceeding 70 percent; that current policy favors institutional placements and segregated housing over independent living with appropriate support services; and that students with disabilities are not receiving special education in regular education environments. It urges solid leadership and commitment by enforcement agencies, as well as adequate investment to enforce civil rights laws, and the enactment of a strong Patient's Bill of Rights. (CR)

ED 442 241

EC 307 879

Discovering Hidden Resources: Assistive Technology Recycling, Refurbishing, and Redistribution. RESNA Technical Assistance Project.

RESNA: Association for the Advancement of Rehabilitation Technology, Arlington, VA.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—2000-04-00

Contract—H224A50006

Note—61p.

Available from—RESNA Technical Assistance Project, 1700 North Moore St., Suite 1540, Arlington, VA 22209-1903; Tel: 703-524-6686 (Voice); Tel: 703-524-6639 (TTY); Fax: 703-524-6630; Web site: <http://www.resna.org/tap-project> (available in alternative formats).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Assistive Devices (for Disabled), *Disabilities, Educational Technology, Elementary Secondary Education, *Financial Support, Models, *Program Administration, Program Design, *Program Development, *Recycling

This monograph discusses the benefits of recycling and reusing assistive technology for students with disabilities. It begins by discussing the benefits of recycled assistive technology for suppliers, students, and consumers, and then profiles programmatic models for assistive technology recycling programs. The advantages and disadvantages for giving assistive technology away, becoming a durable medical equipment dealer, becoming a dis-

count broker, loaning it at no cost, and incorporating it into an existing redistribution organization are outlined for consumers, nonprofit organizations, and durable medical equipment dealers. The following sections address: (1) management aspects of recycling; (2) refurbished equipment marketplace; (3) components of computer recycling programs, including starting a recycling program, partnerships, and program management; (4) assistive technology recycling efforts around the globe; and (5) national issues, such as payment and funding for recycled devices, federal funding sources, transportation, policy issues concerning payment by public and private insurance programs, and program sustainability. Recycling efforts by different nonprofit organizations are profiled throughout the monograph. Appendices include a RESNA Technical Assistance Project bulletin on exchanging and recycling assistive technology programs. (CR)

ED 442 242

EC 307 880

Rudrud, Eric Markve, Robert Buehner, Doug Morris, Randall

Co-Worker Mentoring: Facilitating Natural Supports in Supported Employment.

Black Hills Special Services Cooperative, Sturgis, SD.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—1998-01-00

Contract—H235C40002-95

Note—23p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (123rd, New Orleans, Louisiana, May 24-28, 1999).

Pub Type—Reports - Descriptive (141) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Community Programs, *Disabilities, *Employer Attitudes, Employer Employee Relationship, *Mentors, Peer Acceptance, *Peer Relationship, *Program Effectiveness, *Supported Employment, Training Methods, Work Environment, Young Adults

Identifiers—*South Dakota

This report discusses the outcomes of a South Dakota project designed to develop and validate a natural support system involving typical co-workers providing on the job training and support to individuals with disabilities. The Co-Worker Mentoring in Supported Employment (CMSE) project had the following outcomes: (1) job development activities resulted in 34 individuals with severe disabilities placed in community-based jobs; (2) 32 co-worker mentors from local businesses provided training and follow-along services to individuals served in the project; (3) CMSE and participating agency staff were instrumental in the development of transition plans which formalized job development, job placements, and follow-along responsibilities for student services in the project; (4) CMSE staff increased the number of community based vocational placements for students and adults with disabilities, the number of businesses where placements occurred, and the types of job placements; (5) CMSE staff provided training and technical assistance to co-worker mentors on an as needed basis to assist with individual participation needs; and (6) information regarding the CMSE model was disseminated. Results from the project indicate the program was effective in increasing community-based vocational placements for students and adults with disabilities. The report outlines project objectives and accomplishments. (CR)

ED 442 243

EC 307 881

Carroll, Martha E. Dennison, Martha Jo

Focus on Ability: Serving Girls with Special Needs.

Girl Scouts of the U.S.A., New York, NY.

Report No.—ISBN-0-88441-492-2

Pub Date—1998-00-00

Note—111p.

Available from—Girl Scouts of the United States of America, 420 Fifth Ave., New York, N.Y. 10018-2798 (Cat. No. 26-802, \$9). Tel: 212-

852-8000.
Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Accessibility (for Disabled), Attitudes toward Disabilities, Behavior Disorders, Classification, Communication Disorders, *Disabilities, Elementary Secondary Education, Emotional Disturbances, *Females, Hearing Impairments, *Individual Characteristics, Learning Disabilities, *Peer Acceptance, Physical Disabilities, Simulation, Social Integration, Symptoms (Individual Disorders), Visual Impairments, *Youth Clubs

Identifiers—*Girl Scouts of the USA

This handbook is designed to introduce adults in Girl Scouting to the rewards, pleasures, and challenges of working with girls who have disabilities. Included in the book are definitions of various disabling conditions, ways in which activities can be adapted, and behavioral expectations. Also included are activities for simulation of the disabling conditions. Chapter 1 of the handbook discusses diversity in girl scouting, the continuum of differences in learning, communication, motor and physical ability, emotional adjustment, sensory abilities, legal definitions of disabilities, and inclusion in girl scouting. Chapter 2 provides strategies for preparing leaders, troops, and the meeting environment for including a girl scout with a disability. Key considerations for meeting sites are outlined, and adaptations for activities are provided. Chapter 3 describes 12 simulations for creating disability awareness. Chapters 4-10 each provide information on specific types of disabilities, including learning disabilities, communication disorders, mental retardation, behavior disorders, hearing impairments, visual impairments, and physical and health impairments. Chapters discuss myths and stereotypes, characteristics, and specific adaptations, and include a list of famous people with the targeted disability. An appendix includes an overview of federal disability laws and resource information. (Contains 18 references.) (CR)

ED 442 244 EC 307 882
Sage, Daniel D., Ed.

INCLUSION in Secondary Schools: Bold Initiatives Challenging Change.

Report No.—ISBN-1-887943-12-9

Pub Date—1997-00-00

Note—265p.

Available from—Order Department, National Professional Resources, Inc., 25 South Regent St., Port Chester, NY 10573; Tel: 800-453-7461 (Toll Free); Tel: 914-937-8879; Fax: 914-937-9327; Web site: <http://www.nprinc.com> (\$29.95).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Case Studies, *Disabilities, Educational Change, *Educational Innovation, *Inclusive Schools, Personal Narratives, Rural Schools, Secondary Education, *Teacher Attitudes, *Teaching Methods, Urban Schools

This book is a collection of stories from secondary school educators who have included students with disabilities in their classrooms. It profiles inclusive school systems in urban, suburban, and rural communities across the nation, and describes strategies teachers have used to successfully include all students. Specific chapters include: (1) "Introduction" (Daniel D. Sage); (2) "Including All Students in High School: The Story of Souhegan High School, Amherst, New Hampshire" (Cheryl M. Jorgensen); (3) "Developing a Community of Learners at Whittier High School" (Mary A. Falvey and others); (4) "The Grand Avenue Middle School Story: A New American School in Milwaukee, Wisconsin" (Mary Ann Fitzgerald and others); (5) "Making Community in an Inner City High School: Towards the Merging of High School Restructuring and Inclusion Agendas" (Diana Oxley); (6) "Creating Partnerships, One Relationship at a Time: Systems Change at Churchville-Chili" (Barbara Deane); (7) "Starship: The View from Here" (Michele Paetow and others); (8) "The Process of Change in Two Small Systems: A Story of Inclusion

in Vermont" (Jonathan McIntire and Robert DiFerdinando); (9) "Working toward Inclusive Secondary Schools: Guidelines for Developing a Building-Based Process To Create Change" (Linda Davern and others); and (10) "Conclusions" (Daniel D. Sage). (Chapters include references.) (CR)

ED 442 245 EC 307 883
Tindal, Gerald Fuchs, Lynn

A Summary of Research on Test Changes: An Empirical Basis for Defining Accommodations.

Mid-South Regional Resource Center, Lexington, KY.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-03-00

Contract—H326R980003

Note—125p.

Available from—Information Services, Mid-South Regional Resource Center, University of Kentucky, 126 Mineral Industries Bldg., Lexington, KY 40506-0051; Tel: 606-257-4921 (Voice); Tel: 606-257-2903 (TTY); Web site: <http://www.ihdi.uky.edu/MSRRC> (may be copied, document not copyrighted).

Pub Type—Information Analyses (070)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Accountability, *Disabilities, Distractors (Tests), Educational History, Elementary Secondary Education, *Individualized Education Programs, *Performance Factors, *Response Style (Tests), Standardized Tests, Student Evaluation, Test Format, *Test Validity, Test Wiseness, *Testing, Timed Tests

Identifiers—*Testing Accommodations (Disabilities)

This document summarizes the research on test changes to provide an empirical basis for defining accommodations for students with disabilities. It begins by providing an historical overview of special education accountability. It describes how separate special education accountability systems have evolved and summarizes information on the participation of students with disabilities in general education accountability systems. The role of the Individualized Education Program as the main vehicle for expressing the need for test accommodations is emphasized. The paper then summarizes the research on test changes using a taxonomy from the National Center on Educational Outcomes. Testing accommodations are reviewed relating to timing and scheduling of testing, test settings, computer presentation of tests, examiner familiarity, multiple changes in presentation, dictation to a proctor or scribe, using an alternative response, marking responses in test booklets, working collaboratively with other students, using word processors, using calculators, reinforcement, and instruction on test-taking strategies. The last section of the document addresses issues of validity with primary considerations on using this research to implement sound testing practices and to make appropriate educational decisions. (Contains over 170 references.) (CR)

ED 442 246 EC 307 884
Linehan, Patrice

Selected State Strategies for Addressing Personnel Shortages in the Area of VI. Quick Turn Around (QTA) Forum.

National Association of State Directors of Special Education, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-05-00

Contract—H159K70002

Note—18p.

Available from—Project FORUM at NASDE; Tel: 703-519-3800 (Voice); Tel: 703-519-7008 (TDD) (available in alternative formats).

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Alternative Teacher Certification, Financial Support, Higher Education, Interviews, Program Design, *State Programs,

Teacher Certification, *Teacher Recruitment, Teacher Shortage, *Visual Impairments
Identifiers—Hawaii, Iowa, North Carolina, Texas, Utah, West Virginia

This report provides an overview of selected state strategies for addressing personnel shortages in the area of visual impairments. Innovative or alternative routes to certification in six states (Texas, Hawaii, Iowa, North Carolina, Utah, and West Virginia) are profiled to give specific examples of state approaches to personnel preparation and certification in this area. Telephone interviews were conducted with state directors of special education, other state education agency staff, educational service center staff, superintendents and administrators from schools for students with blindness, and administrators and faculty from institutions of higher education (IHEs). The interviews took place in August and September 1999 and lasted between 30 to 90 minutes each. A total of 13 people were interviewed. For each state, the origin, components, recruitment efforts, funding, and outcomes of the alternative certification program are described. Results of the survey indicate that all the states profiled use some sort of collaboration, including partnerships with IHEs, educational service centers, schools for the blind, and other state and local agencies. While some states rely on informal promotions of their certification programs, others target specific individuals or locations within the state in order to recruit students of a particular cultural or ethnic background. (CR)

ED 442 247 EC 307 885
Harkin, Dennis

Are We Swimming in the Right Direction?

From Dependency to Self-Determination for Idahoans with Developmental Disabilities.

Idaho State Council on Developmental Disabilities.

Pub Date—1998-06-00

Note—25p.; Contributions by Donald L. Shumway. Illustrated by Barrie Ernst.

Available from—Idaho Council on Developmental Disabilities, 280 N. 8th St., Suite 208, Boise, ID 83720-0280; Tel: 208-334-2178; Tel: 208-334-2179 (TTY/TDD); Tel: 800-544-2433 (Toll Free outside Boise); Web site: <http://www2.state.id.us/icdd/>.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adults, Change Agents, Change Strategies, Child Advocacy, Children, Cooperative Programs, Delivery Systems, Developmental Disabilities, Independent Living, Interviews, *Mental Retardation, Participative Decision Making, *Policy Formation, *Self Advocacy, *Self Determination, Supported Employment

Identifiers—*Idaho, Medicaid

This report is based upon a review of current Idaho policies, laws, regulations, and practices that have affected the lives of people with developmental disabilities, interviews with a sample of administrators and staff members representing government, voluntary agencies, self-advocacy groups, and provider agencies, and insights gained from various meetings and presentations on self-determination. It begins by explaining the four basic principles of self-determination: freedom, authority, support, and responsibility. The growing self-advocacy and parent advocacy movements within Idaho are described, along with the movements towards supported employment, deinstitutionalization, supported living, early intervention, and greater family support. Barriers to people achieving self-determination are identified, and recommendations are made to improve the lives of people with developmental disabilities. Recommendations include: (1) look at ways to strengthen the collaboration among people who care about individuals with developmental disabilities; (2) take what has been learned about how people with developmental disabilities can create the lives they want within their communities and find ways to pilot additional opportunities for learning; (3) make individuals with developmental disabilities and their families partners in creating the policies which guide the system of support they rely on; and (4)

revise Medicaid-funded developmental disabilities services. (CR)

ED 442 248

EC 307 886

Jewell, Paul

A Reasoning Taxonomy for Gifted Education.

Pub Date—1996-00-00

Note—15p.

Available from—For full text: <http://www.nexus.edu.au/teachstud/gat/jewell.htm>.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, Children, *Classification, *Cognitive Processes, *Critical Thinking, Elementary Secondary Education, *Evaluative Thinking, *Gifted, Individual Characteristics, Metacognition, Problem Solving, *Thinking Skills

This paper presents a reasoning taxonomy to explain reasoning objectives, strategies, and habits available to the advanced thinker. It begins by explaining the first part of the taxonomy, objectives of reasoning, including the need for skilled thinkers to reason with a purpose and to understand how the world works so that they can engage with it. Skilled thinkers use their knowledge and skills to make plans, to solve problems, and to communicate with others. They are able to make recommendations to others and provide reasons for them. The second part of the taxonomy, reasoning strategies, is then described. Reasoning strategies of gifted thinkers include the analysis and evaluation of ideas and arguments, the categorization and relating of items of knowledge, the movement from issue to questions to proposition, the consideration of evidence, and the employment of moral reasoning. The final section of the taxonomy, reasoning dispositions, posits that good reasoners value open-mindedness, objectivity, intellectual integrity, and impartiality and habitually practice metacognition. (Contains 43 references.) (CR)

ED 442 249

EC 307 887

Hallenbeck, Mark Bockorny, Jody Schnabel, Gwen Lantz, Sandy TeGrotenhuis, Susan

First-Hand Knowledge of Learning Disabilities: Online Mentoring for Preservice Teachers.

Pub Date—2000-04-08

Note—46p.; Poster Presentation at the Annual Convention of the Council for Exceptional Children (Vancouver, British Columbia, Canada, April 5-8, 2000).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Accommodations (Disabilities), Case Studies, Distance Education, Electronic Mail, Elementary Secondary Education, Higher Education, *Learning Disabilities, *Mentors, Online Systems, Participant Observation, *Preservice Teacher Education, Program Evaluation, *Teacher Collaboration, *Teacher Education Programs

This paper describes a project in which teacher education students were paired with practicing teachers for a semester-long e-mail conversation about classroom accommodations for students with learning disabilities (LD). The objective of the project was to enable undergraduate teacher education students planning to teach students with learning disabilities to share online questions and comments with practicing teachers experienced in working with these students. The project was successful in creating an online community in which students gather firsthand knowledge from teacher mentors, and the teachers contribute to the training of their student partners. Both students and teachers responded enthusiastically to the project on follow-up surveys and student reports. Qualitative analysis of conversation printouts and case study reports indicated that valuable learning occurs at both ends of the conversations. Most conversations took on a very personal flavor, and topics discussed included both the "assigned" topic and others of personal interest to the students. Students received a wealth of information on learning disabilities from their teacher partners, including both conceptual information about LD and information related to teaching

strategies appropriate for students with LD. Extensions of the project are discussed. (Contains 20 references.) (Author/CR)

ED 442 250

EC 307 888

Nelson, J. Ron

Investigation of the Reciprocal Sequence of Interaction Behaviors of Teachers and Students around Disruptive Behaviors.

Arizona State Univ., Tempe.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1998-00-00

Contract—H023N70048

Note—43p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Behavior Disorders, *Behavior Modification, *Classroom Communication, *Classroom Techniques, Elementary Education, Middle Schools, *Teacher Behavior, *Teacher Student Relationship

This report summarizes the procedures and results from a 3-year research project that investigated the reciprocal sequence of interaction behaviors between teachers and students around disruptive behaviors in general education classrooms. The study was conducted in six elementary and two middle schools serving relatively large numbers of students who exhibited disruptive classroom behaviors. Two groups of students (grades 1-8) served as participants in the present study: target and criterion students. The 99 target students exhibited high rates of disruptive behaviors and/or severe forms of such behaviors whereas the 278 criterion students did not exhibit externalizing behaviors. The study was primarily descriptive in nature and focused on naturally occurring events in general education classrooms. Results of the study indicate that the probability of target students complying with teachers' attempts to correct their disruptive behavior was relatively low; teachers were more likely to respond to the disruptive behaviors of target students with a reprimand than in the case of criterion students; target students primarily responded negatively to teachers' attempts to correct their behaviors; and students were more likely to exhibit lower rates of disruptive behaviors when teachers were using direct instruction or effective instruction methods. (Contains 22 references.) (CR)

ED 442 251

EC 307 889

Huefner, Dixie Snow

Getting Comfortable with Special Education Law: A Framework for Working with Children with Disabilities.

Report No.—ISBN-1-929024-03-7

Pub Date—2000-00-00

Note—334p.

Available from—Christopher-Gordon Publishers, Inc., 1502 Providence Highway, Suite #12, Norwood, MA 02062 (\$46.95). Tel: 800-934-8322 (Toll Free).

Pub Type—Books (010)—Guides—Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Behavior Problems, Court Litigation, *Disabilities, *Due Process, *Educational Legislation, Elementary Secondary Education, Eligibility, *Federal Legislation, Inclusive Schools, Individualized Education Programs, Resources, *Special Education, Student Evaluation, Student Placement, Student Records, *Student Rights

Identifiers—Americans with Disabilities Act 1990, *Individuals with Disabilities Educ Act Amend 1997, *Rehabilitation Act 1973 (Section 504)

Designed for special and regular education teachers, principals, directors, and others, this text provides information on special education law and children with disabilities who are of public school age. It provides a conceptual foundation for the explosion over the past 25 years of federal laws affecting children with disabilities and is intended to help practitioners become informed about their particular roles and the roles of others in educating children with disabilities. Specific chapters address: (1) special education law and how to read

it; (2) the Individuals with Disabilities Education Act (IDEA); (3) Section 504 of the Rehabilitation Act of 1973; (4) the Americans with Disabilities Act; (5) disability evaluation, contagious diseases, appropriate education, placement, discipline, and due process under Section 504; and (6) eligibility, evaluation, Individualized Education Programs, due process, student records and privacy issues, appropriate education, related services, inclusion, placement, and discipline of students with disabilities under IDEA. The last chapter discusses remedies under IDEA. Appendices include U.S. Supreme Court decisions concerning services under IDEA and selected Internet sites with information on special education and disabilities. A glossary of legal terms and an index of cited court cases are also included. (Chapters include references.) (CR)

ED 442 252

EC 307 890

Parent Guide to Special Education.

North Dakota State Dept. of Public Instruction, Bismarck, Div. of Special Education.

Pub Date—1999-08-01

Note—60p.

Available from—North Dakota Department of Public Instruction, Office of Special Education, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440; Tel: 701-328-2277 (Voice); Tel: 701-328-4920 (TDD); Fax: 701-328-4149.

Pub Type—Guides—Non-Classroom (055)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Disabilities, Discipline, Due Process, Elementary Secondary Education, Eligibility, Inclusive Schools, *Individualized Education Programs, *Parent Participation, Parent School Relationship, Parent Teacher Cooperation, Referral, *Special Education, *Student Evaluation, *Student Placement

Identifiers—*North Dakota

This guide for North Dakota parents provides an overview of the special education process and the rights of students with disabilities and their families. Section 1, "The Special Education Process," provides answers to questions on the following topics that parents might have about the special education process: special education referral, prior written notice to parents, consent requirements, student evaluation, independent educational evaluation, Individualized Education Programs (IEPs), and student records. A chart detailing each step of the special education process and the applicable parent and school district roles is included. Section 2, "Procedural Safeguards," discusses parent participation, prior written notice, parental consent, student records, evaluation procedures, least restrictive environment, and educational surrogate parents. Concerns that the parent may have about mediation, complaints, due process hearings, discipline, and private school placement are also addressed. The last section, "Glossary and Additional Resources," lists special education abbreviations, state resources, other advocacy organizations, and relevant publications. Appendices include an IEP meeting organizer and an IEP form for students aged 6-13, an IEP form for students aged 3-5, and a transition IEP form for students aged 14-21. (CR)

ED 442 253

EC 307 891

Guidelines: Individualized Education Program Planning Process.

North Dakota State Dept. of Public Instruction, Bismarck, Div. of Special Education.

Pub Date—1999-08-01

Note—216p.

Available from—North Dakota Department of Public Instruction, Office of Special Education, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440; Tel: 701-328-2277 (Voice); Tel: 701-328-4920 (TDD); Fax: 701-328-4149.

Pub Type—Guides—Non-Classroom (055)—Tests/Questionnaires (160)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—*Disabilities, Discipline, Due Process, Educational Legislation, Elementary Secondary Education, Eligibility, *Federal

Legislation, Federal Regulation, Inclusive Schools, *Individualized Education Programs, *Parent Participation, Parent School Relationship, Parent Teacher Cooperation, Referral, *Special Education, Student Evaluation, *Student Placement, Teamwork

Identifiers—*Individuals with Disabilities Education Act Amend 1997, North Dakota

This handbook provides guidelines to assist North Dakota educators who are developing Individualized Education Programs (IEPs) for students with disabilities. It is presented in four sections. The first section highlights the major changes brought about by the 1997 amendments to the Individuals with Disabilities Education Act (IDEA), including increased emphasis on results for children with disabilities, access to the general education curriculum, parent involvement, discipline, and behavior issues. Section 2 briefly describes the IEP process, including its purpose, sequencing of steps, timelines, and roles and responsibilities of meeting participants. Section 3 discusses the principles underlying each of the components of the IEP process and the resulting document. The last section provides instructions for completion of the state-recommended IEP form. Throughout this document, quotations from new IDEA law, regulations, and other supportive documents are included so special education personnel can read the actual wording, and in some cases, the description of the intention of Congress in making changes to the law. Appendices present additional guidance for IEP teams and include an interpretation of the IEP regulations, IDEA regulations, transition IEP forms, discipline provisions, and sample IEP forms. (CR)

ED 442 254 EC 307 892

Special Education Annual Report, 1998-1999.
North Dakota State Dept. of Public Instruction,
Bismarck. Div. of Special Education.

Pub Date—1999-00-00

Note—58p.

Available from—North Dakota Department of Public Instruction, Office of Special Education, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440; Tel: 701-328-2277 (Voice); Tel: 701-328-4920 (TDD); Fax: 701-328-4149.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Disabilities, Educational Finance, Elementary Secondary Education, *Financial Support, *Incidence, Inclusive Schools, *Special Education, Special Schools, *State School District Relationship, *Student Placement

Identifiers—*North Dakota

This annual report provides an overview of special education students and services in North Dakota and describes the programs, funding, and special projects for the 1998-1999 school year made available to special education units through Part B of the Individuals with Disabilities Education Act and state special education funds. A state summary, and descriptions of individual units, private schools, and state-operated programs are detailed in this report. The report finds that in the 1998-1999 school year, 13,468 students with disabilities ages 0-21 received special education in North Dakota. Of the total number of students with disabilities, 13,138 were served in public schools and 330 students were served in state-operated programs. The report represents continuing progress toward the following goals: (1) coordinating comprehensive, collaborative planning which enhances educational opportunities and services for all; (2) securing the human and financial resources to support a comprehensive system of educational opportunities; (3) providing technical assistance, consultation, and other services that empower educational service providers; and (4) fostering quality education. The report closes with a description of activities funded by federal grants for improving programs for children with disabilities in North Dakota. (CR)

ED 442 255 EC 307 893

Resource Manual: The Implementation of Effective Paraeducator Practices in Educational Settings.

North Dakota State Dept. of Public Instruction,
Bismarck. Div. of Special Education.

Pub Date—2000-03-01

Note—101p.

Available from—North Dakota Department of Public Instruction, Office of Special Education, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440; Tel: 701-328-2277 (Voice); Tel: 701-328-4920 (TDD); Fax: 701-328-4149.

Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Employment Problems, *Occupational Information, *Paraprofessional School Personnel, Special Education, *Staff Role, *Supervision, Supervisory Methods, Teacher Role, *Training Methods

Identifiers—*North Dakota, Related Services

This resource manual is intended to assist North Dakota school districts in making decisions about the appropriate use of paraeducators in providing services to all students in the public schools, including those with disabilities. It is designed to delineate the state requirements for training to ensure that adequate support is provided to the professionals hired in this capacity. The manual is meant to serve as a resource for general education teachers, special education personnel, related services personnel, administrators, and the paraeducators themselves. Sections of the manual address: (1) the definition of paraeducator; (2) a statement of beliefs and vision on the value and proposed roles of paraeducators; (3) North Dakota guidelines for making paraeducators' services more effective; (4) roles and responsibilities of the paraeducator; (5) roles and responsibilities of the supervisor; and (6) job performance evaluations. Appendices include suggestions for supervisory personnel, sample evaluation forms, a sample paraeducator portfolio, sample job descriptions for paraeducators, resources, administrative rules, outlines of required modules for paraeducator training, and information for para-professionals working with students who have visual impairments. (CR)

EF

ED 442 256 EF 005 700

Rothe, Russell Isaac

Networking K-12 Schools: Architecture Models and Evaluation of Costs and Benefits.

Spons Agency—National Science Foundation,
Arlington, VA.; Advanced Research Projects
Agency (DOD), Washington, DC.

Pub Date—1996-06-00

Contract—NCR-9307548, N00174-93-C-0036
Note—114p.; Master of Science Thesis, Massachusetts Institute of Technology. For related document by the author, see EF 005 707.

Available from—For full Text: http://rpc.mit.edu/Pubs/net_k12/asabstract.html

Pub Type— Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—*Communications, *Cost Estimates, *Elementary Secondary Education, *Internet, Public Schools

Identifiers—Technological Infrastructure, *Technology Integration

This thesis examines the cost and benefits of communication networks in K-12 schools using cost analysis of five technology models with increasing levels of connectivity. Data indicate that the cost of the network hardware is only a small fraction of the overall networking costs. PC purchases, initial training, and retrofitting are the largest one-time costs for starting the network, and network support is the largest ongoing annual cost that schools must face. Over the first 5 years, support and training together comprise 46 percent of

the total costs of networking schools. Costs are significantly reduced when aggregated at the district and state levels due to increased purchasing power. Using the Internet's CNN Newsroom to evaluate the benefits of K-12 networking reveals that students using CNN Newsroom placed more emphasis on the use of computers for school projects than did other students with similarly high access to technology. Lack of training and support was the biggest barrier for teachers and students, highlighting the need for school funding of the human infrastructure in addition to the network infrastructure. (Contains 48 references.) (GR)

ED 442 257 EF 005 707

Rothstein, Russell I. McKnight, Lee

Technology and Cost Models for Connecting K-12 Schools to the National Information Infrastructure. National Information Infrastructure White Papers.

Spons Agency—Advanced Research Projects
Agency (DOD), Washington, DC.; National
Science Foundation, Arlington, VA.

Pub Date—1996-00-00

Contract—N00174-93-C-0036, NCR-9307548

Note—13p.; For related document by the principal author, see EF 005 700.

Available from—For full Text: <http://stills.nap.edu/readingroom/books/whitepapers/ch-57.html>

Pub Type— Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Communications, *Cost Estimates, *Elementary Secondary Education, Financial Needs, Internet, Public Schools

Identifiers—*National Information Infrastructure, *Technology Integration

Cost models representing equipment, services, software, and training needs are presented for evaluating the total cost of fully connecting K-12 schools to a national information infrastructure (NII). Analysis indicates that the baseline service required for connecting to the NII will cost \$9.4 to \$22.0 billion in one-time costs with annual maintenance costs of \$1.8 billion to \$4.6 billion or \$212 to \$501 in one-time installation costs and an ongoing annual cost of \$40 to \$105 per pupil respectively. Hardware is the most significant cost item for schools. PC expenditures represent most of the hardware costs, and costs for support of the network represent about one-third of all networking. Support and training together constitute 46 percent of the total costs of networking schools, and costs for telecommunications lines and services represent only 11 percent of the total costs. If all schools coordinate purchasing at the state level, cost savings will exceed \$2 billion. If a nationwide program were instituted, potential savings would be \$800 million to \$1.8 billion. Free Internet connectivity would provide a reduction in total costs for school Internet connections between \$150 million and \$630 million. Financing for school networking remains to be adequately addressed. (Contains 13 references.) (GR)

ED 442 258 EF 005 726

Lackney, Jeffery A.

The Challenges of Encouraging Educational Design Innovation.

Mississippi State Univ., Mississippi State. Educational Design Inst.

Pub Date—1999-12-02

Note—73p.; Presentation before the Annual Meeting of the Alaska Chapter of the Council of Educational Facility Planners, International (Anchorage, AL, December 2, 1999).

Available from—Full Text: <http://www.edi.msstate.edu/challenges.html>

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Educational Facilities Design, Elementary Secondary Education, Higher Education, *Innovation, Public Schools

Identifiers—*Mississippi State University

This presentation addresses the need to encourage educational facility design innovation, explores reflective practice in the profession of facility design, and discusses what a public sector univer-

sity-based educational design institute does and what role the institute can play in efforts to encourage innovation in the architectural design field. The vision and goals of Mississippi State University's Educational Design Institute are described, as are what constitutes design innovation and the cultural waves that drive it. Several innovative designs are highlighted. (GR)

ED 442 259 EF 005 727

Renovating Older Schools: Reusing Older Schools Workshop.

Mississippi State Univ., Mississippi State. Educational Design Inst.

Pub Date—1999-06-21

Note—23p.; Presentation at the American Society of Heating Refrigeration and Air-Conditioning Engineers National Meeting (Seattle, WA, June 21, 1999).

Available from—For full Text: <http://www.edi.msstate.edu/olderschools.html>.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Building Obsolescence, *Decision Making, *Educational Facilities Improvement, Elementary Secondary Education, *Public Schools, *School Community Relationship, *School Location

A slide presentation examines the decisionmaking process behind whether a community should renovate their older school facilities or abandon them for new facilities. Three factors to be considered in this decision are addressed and involve the school's location, the history of the school, and the relationship of the school to the community and the opportunities the older school affords. Each factor is examined and examples of school design are provided, including modifying double loaded corridors to provide resource areas and clustering learners to promote collaboration. (Contains 12 PowerPoint slide printouts.) (GR)

ED 442 260 EF 005 728

Jacob, Paul Poros, John

Stewpot Pre-School Feasibility Study. Daycare Planning Guidelines: A Pre-School for Stewpot Community Services.

Mississippi State Univ., Mississippi State. Educational Design Inst.

Spons Agency—Phil Hardin Foundation, Meridian, MS.

Pub Date—1999-00-00

Note—8p.

Available from—For full Text: <http://www.edi.msstate.edu/daycare.html>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Design, Classroom Furniture, Educational Equipment, *Educational Facilities Design, *Educational Facilities Planning, *Guidelines, Preschool Education, Public Schools, Space Utilization

The Education Design Institute developed a series of tearsheets that were used as part of a feasibility study for a pre-school. The tearsheets, which aid designers in planning pre-school environments, outline educational objectives; optimum square foot standards; general environmental concerns; and furniture and equipment for infant, toddler, and pre-school age groups. A diagram of each room along with a list and diagrams of furniture and equipment are included for each age group. (GR)

ED 442 261 EF 005 730

Lackney, Jeffery A.

Why Optimal Learning Environments Matter.

Mississippi State Univ., Mississippi State. Educational Design Inst.

Pub Date—1999-12-02

Note—7p.; Keynote speech delivered at the Annual Meeting of the Alaska Chapter of the Council of Educational Facility Planners, International (Anchorage, AK, December 2, 1999).

Available from—For full Text: <http://www.edi.msstate.edu/optimal.html>.

www.edi.msstate.edu/optimal.html.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Facilities Improvement, *Educational Quality, Elementary Secondary Education, *Public Schools, *Social Development, *Student School Relationship

Identifiers—*Learning Environment

A presentation examines the empirical research on the quality of children's social and educational experiences in educational environments and discusses why the public should be concerned with providing optimal environments for learning. It explores what an optimal learning environment is and provides its five attributes, including its ability to foster strong formal and informal leaders where teachers are treated as professionals; its ability to be learner-centered; and its being created and sustained through parental and community attention, collaboration, and partnerships. (GR)

ED 442 262 EF 005 753

Ansley, James

Creating Accessible Schools.

National Clearinghouse for Educational Facilities, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-06-00

Note—15p.

Available from—National Clearinghouse for Educational Facilities, 1090 Vermont Avenue, N.W., Suite 700, Washington, DC 20005-4905. Tel: 888-522-0624 (Toll Free). For full text: <http://www.edfacilities.org/ir/rpubs.html>.

Pub Type—ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), *Educational Facilities Improvement, *Educational Legislation, Elementary Secondary Education

Identifiers—*Access to Facilities, Americans with Disabilities Act 1990, Individuals with Disabilities Education Act, Rehabilitation Act 1973 (Section 504)

This report examines the issues of school district compliance with the legal mandate to accommodate students with disabilities, and it explores the legislation that addresses student accessibility. The paper discusses and compares the federal laws and enforcement provisions dealing with accessibility, including those under the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), Section 504 of Title V of the Rehabilitation Act, and the advisory guidelines concerning accessibility from the U.S. Architectural and Transportation Barriers Compliance Board. Final comments address the vagaries of accessibility laws and the need for careful reflection when planning new or renovating old facilities. (Contains 28 references.) (GR)

ED 442 263 EF 005 754

Marks, Judy

The Educational Facilities Laboratories (EFL): A History.

National Clearinghouse for Educational Facilities, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-06-00

Note—9p.; National Clearinghouse for Educational Facilities, 1090 Vermont Avenue, N.W., Suite 700, Washington, DC 20005-4905. Tel: 888-522-0624 (Toll Free).

Available from—For full text: <http://www.edfacilities.org/ir/rpubs.html>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, *Educational Facilities Design, Elementary Secondary Education, *School Construction

Identifiers—*Educational Facilities Laboratories IL, *Organizational History

This report presents the historical background of the Ford Foundation's Educational Facilities Laboratories (EFL), including its funding sources, guiding principles, leadership, operations, philanthropic

ventures, and publications. EFL began in response to the need for new educational facilities because of the baby boom in the 1950s and 1960s. How the EFL stimulated or accelerated innovations in school architecture, its work in awarding millions of dollars in grants for systems building programs for schools, and the EFL's impact are discussed. (Contains 19 references.) (GR)

ED 442 264 EF 005 755

Woolums, Jennifer

Managing Indoor Air Quality in Schools.

National Clearinghouse for Educational Facilities, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-05-00

Note—7p.

Available from—National Clearinghouse for Educational Facilities, 1090 Vermont Avenue, N.W., Suite 700, Washington, DC 20005-4905. Tel: 888-522-0624 (Toll Free). For full text: <http://www.edfacilities.org/ir/rpubs.html>.

Pub Type—Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Air Pollution, *Educational Facilities, Elementary Secondary Education, Public Schools, Ventilation

Identifiers—*Indoor Air Quality, *Pollutants

This publication examines the causes and effects of poor indoor air quality and provides information for reducing exposure to indoor contaminants in schools. It discusses the various indoor pollutants found in schools, including dust, chemical agents, gases, and volatile organic compounds; where they are found in schools; and their health effects on school occupants. Pollution control measures are detailed in the areas of building design, product specifications, renovation procedures, operations and maintenance, and ventilation system management. (Contains 15 references.) (GR)

ED 442 265 EF 005 756

Kemp, Wayne

Music Education Suites.

National Clearinghouse for Educational Facilities, Washington, DC.

Pub Date—2000-05-00

Note—5p.

Available from—For full text: <http://www.edfacilities.org/ir/rpubs.html>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Facilities Design, High Schools, Middle Schools, *Music Education, *Music Facilities, School Community Relationship

This publication describes options for designing and equipping middle and high school music education suites and suggests means of gaining community support for including full service music suites in new and renovated facilities. It covers the basic music suite, practice rooms, small ensemble rehearsal rooms, recording/MIDI (musical instrument digital interface) studios, and electronic keyboard laboratories. (Contains 12 references.) (GR)

ED 442 266 EF 005 757

Wagner, Cheryl

Planning School Grounds for Outdoor Learning.

National Clearinghouse for Educational Facilities, Washington, DC.

Pub Date—2000-05-00

Note—8p.

Available from—For full text: <http://www.edfacilities.org/ir/rpubs.html>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Facilities Design, Elementary Secondary Education, *Outdoor Education, *Planning

Identifiers—Learning Environment, *School Yards

This publication covers the planning and design of school grounds for outdoor learning in new and existing K-12 facilities. It discusses the different types of outdoor learning environments that can be

considered, the value of flexible spaces for outdoor learning, and resources for those interested in outdoor learning environments. Also explored are environmental education's physical impact on school grounds, considerations during school site development when outdoor education is to be included, and existing school site redesign for outdoor education. (Contains 20 references.) (GR)

ED 442 267 EF 005 758

Brenner, William A.

A Principal's Guide to On-Site School Construction.

National Clearinghouse for Educational Facilities, Washington, DC.
Pub Date—2000-06-00

Note—6p.; Published in part on an unpublished manuscript written for the National Clearinghouse for Educational Facilities by Glen Earman and Brad Drager.

Available from—For full text: <http://www.edfacilities.org/ir/rpubs.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, Elementary Secondary Education, Guidelines, *Planning, Principals, *School Construction

This publication explores the things school principals should know when construction takes place in or near the school building while school is in session. It covers pre-construction preparation, including how to work with architects/engineers and other school staff, and actions to take during construction, including proper information dissemination and safe guarding students and property. Finally explored are after construction actions, including custodial/maintenance staff training, and post-occupancy evaluations. (Contains 10 references.) (GR)

ED 442 268 EF 005 760

Hayden, Jeffrey

Children in America's Schools with Bill Moyers. [Videotape].

Nebraska Univ., Lincoln. Nebraska Educational Television Network; South Carolina Educational Television Network Columbia.

Spons Agency—Corporation for Public Broadcasting, Washington, DC.; Ford Foundation, New York, NY.; Newman's Own, Inc.

Pub Date—1998-00-00

Note—Op.; "A Viewer's Guide to Action" written by Andrea LoPiccolo. A co-production of the Saint/Hayden Company. Funding also received from the Mutual Insurance Company, French American Charitable Trust, Oak Foundation, Streisand Foundation, CAP Advisors Ers. Ltd., The Pincus Family Fund, Mr. Joe Cullman, and Ms. Florence Sanford.

Available from—South Carolina ETV Network, P.O. Box 11000, Columbia, SC 29211. (120 minute VHS videotape and printed materials: \$69.95, educational use; \$29.95, individual use). Tel: 800-553-7752 (Toll Free).

Pub Type—Guides - Non-Classroom (055) — Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—*Educational Environment, *Educational Equity (Finance), *Educational Facilities Improvement, Elementary Secondary Education, Financial Needs, Financial Support, *Public Schools, *School District Wealth, Videotape Recordings

Identifiers—*Learning Environment, Ohio

A 2-hour videotape presentation explores the crisis in school building quality in the United States as illustrated by public schools found in Ohio; the challenges dilapidated school facilities impose on child health, safety, and the physical learning environment; and the difference that money makes in providing high-quality educational facilities. Through comparisons between well-funded and under-funded schools it reveals how funding inequities create severely unequal school facilities and unequal educational opportunities. The viewer guide explains how current school funding methods result in unequal schools; reviews the lessons learned from attempting to pass bond issues for facility improvement and what can be done to find

funding that creates equal opportunities for all students; and discusses the limited access to learning opportunities available through technology and what can be done to help students make full use of technology to help them be competitive in a global, technically rich economy. It also explains how Charlotte-Mecklenburg school system used multiple solutions, including community and business collaborations to upgrade its school facilities. Final discussions explore legal remedies for school facility improvement and eight strategies for getting started in developing school funding opportunities. (GR)

FL

ED 442 269 FL 026 242

Revista de Investigacion Educativa (Journal of Educational Research).

Report No. —MU-724-1996; ISSN-0212-4068

Pub Date—1997-00-00

Note—501p.; A publication of Asociacion Inter-universitaria de Investigacion Pedagogica (AI-DIPE).

Language—Spanish

Journal Cit—Revista de Investigacion Educativa; v15 n1-2 1997

Pub Type—Collected Works - Serials (022)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Action Research, Adolescents, Chi Square, College Faculty, College Students, Drinking, *Educational Research, Elementary Secondary Education, Foreign Countries, Gifted, Multicultural Education, School Counselors, Science Education, Student Characteristics, Student Motivation, Test Anxiety, Testing

Identifiers—Europe, Spain

The two issues of this journal include the following articles (Titles are translated into English): "General Panorama of Research on Intercultural Education in Europe" (Margarita Bartolome Pina); "Incidence of Some Educational, Social, and Affective Factors in Alcohol Consumption by Teenagers" (Elvira Repetto Talavera, Ma. Peregrina Senra Varela); "Analysis of Multicultural Education in the Educational Centers of Western Almeria" (Encarnacion Soriano Ayala); "Test Anxiety: Its Effect on Performance (I)" (Norberto Navarro Adelantado, Presentacion A. Caballero Garcia); "Evaluation of School Counselors' Professional Competencies" (Luis Sobrado Fernandez); "Constructing a Scale for Measuring Attitudes towards Multicultural Education" (Mercedes Rodriguez Lajo, Flor Cabrera Rodriguez, Julia V. Espin Lopez, Ma. Angeles Marin Gracia); "Motivational Patterns in University Students: Differential Characteristics" (Antonio Valle Arias, Ramon Gonzalez Cabanach, Lino Manuel Cuevas Gonzalez, Jose Carlos Nunez Perez); "Type I Error and the Power of Chi-Square Tests in the Study of Differential Item Functioning" (Ma. Dolores Hidalgo Montesinos, Jose A. Lopez Pina, Julio Sanchez Meca); and "Evaluation of the Action Research Done by University Faculty in the Field of Science Education" (Mario de Miguel Diaz); "Counseling in Secondary Education: The Current and Prospective Situation" (Ma. Teresa Diaz Allue, Rafael Carballo Santaolalla, Ma. Jose Fernandez Diaz, Narciso Garcia Nieto); "Entering the Workforce" (Benito Echeverria Samanes); "Research in Practice" (Pilar Colas Bravo); "Evaluation of Educational Centers: Getting Closer to a Systematic Focus" (Mario de Miguel Diaz); "Evaluation of the University Institution"; (Sebastian Rodriguez Espinar); "Education for Gifted Students" (Carmen Jimenez Fernandez); "Conceptual Contributions and Methodologies in Three Fields of Comparative Pedagogy, Intercultural Education" (Teresa Aguado Odina); "Adaptive Education" (Mercedes Garcia Garcia); and "Perspectives of Psycho-Educational Research. The Linguistic Dimension" (Feli Etxebarria Sagastume). (LR)

ED 442 270 FL 026 261

Pollard, John Douglas Edward

Research and Development: A Complex Relationship Part I [and] Part II.

Pub Date—1999-00-00

Note—28p.; Previously published in *Language Testing Update*: 24 Fall 1998 and 26 1999 by the International Association of Language Testers. Part I presented at the CTELT Conference (Al-Ain, United Arab Emirates, 1998); Part II presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (TESOL) (33rd, New York, NY, March 9-13, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Applied Linguistics, *Computer Assisted Testing, *Computer Managed Instruction, *English (Second Language), Foreign Countries, *Language Proficiency, *Language Tests, Limited English Speaking, *Oral Language, Second Language Instruction, Second Language Learning, Test Validity, Testing Identifiers—Messick (Samuel), Saudi Arabia, United Arab Emirates

Part I of this document describes the background, format, and early groundwork that went into the development of a test sponsored entirely by private enterprise. The discipline imposed by a financial bottom line imposes special pressures but also offers new opportunities. This private enterprise model is a multi-constructional process where language testing research and literature; English-as-a-Second-Language teacher-cum-test developers; a transient pool of teachers; non-language specialists, directors, managers, and accountants; and the ever-present need for performance-reliable second language assessment all play a role. Close interaction between researchers and practitioners is essential. Part 2 explains how opportunities to use data from such a test-in-development led to more substantial and valid research designs that could be executed in-development to improve assessor training and reporting descriptors. There is a need to assess the impact of varied test formats and task features on interaction and to explore how these events vary in different cultural settings. The design of this test was an attempt to maximize the conversational style of interaction through features of computer-assisted test design, including a succession of holistic evaluations incrementing to a final score, reducing the processing and memory burden on the native speaking interlocutor, and positioning the evaluations at junctures that could allow the native speaking interlocutor to avoid sudden pre-closure and closure moves once the assessor has gotten what is needed from the student. Minimizing topic hopping is essential to make the assessment more like a conversation than an interview. (KFT)

ED 442 271 FL 026 272

Hu, Helen Chau

Developing Reflective Procedures in Learner-Writers.

Spons Agency—California State Univ., Long Beach.

Pub Date—2000-00-00

Note—14p.; An earlier draft, entitled "Reflective versus External Procedures in Developmental Rhetoric," was presented at the Annual Conference of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Coherence, College Students, English (Second Language), Higher Education, Second Language Instruction, Second Language Learning, Teacher Student Relationship, *Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Processes, Writing Research, Writing Strategies

Identifiers—*Reflective Practice

Learning to write is difficult, especially for those beginning the process at the university level, such as dialect speakers of English and speakers of English as a Second Language. Recent pedagogical

experimentation with external dialogues involving instructors and peers to provoke critical thinking have not been very successful. One explanation for this is grounded in the theory that the types of coherence underlying speaking and writing are different, one being interactional and the other being rhetorical, with the interactional not necessarily engendering the rhetorical. In dialogues, there are two interlocutors with roughly equal roles. By contrast, when one writes or rewrites, information must be organized hierarchically and logically as writing continues and as the topic dictates; the writer is in a more or less solitary engagement. This paper concludes that even early training in expository writing should stress rhetorical coherence. One way to do so is to make the reflective and critical operations explicit through individually-tailored cognitive induction. Such operations stand a fair chance of being internalized, permanently improving writing performance. This paper proposes a growth model of writing aimed at independence, suggesting the appropriate roles for both teacher and student in fostering cognitive development in learners. (Contains 24 references.) (Author/KFT)

ED 442 272 FL 026 273

Chi, Feng-Ming

The Writer, the Teacher, and the Text: Examples From Taiwanese EFL College Students.

Pub Date—1999-08-02

Note—30p.; Paper presented at the World Congress of Applied Linguistics (12th, Tokyo, Japan, August 1-6, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, College Students, *English (Second Language), *Feedback, Foreign Countries, Higher Education, Majors (Students), Questionnaires, *Revision (Written Composition), Second Language Instruction, Second Language Learning, *Teaching Methods, Writing (Composition), *Writing Instruction

Identifiers—Taiwan

This paper investigates the writing revision strategies employed by Taiwanese English-as-a-foreign-language (EFL) college sophomores. Nine English majors participated in this study. Participants revised their second drafts based upon teacher feedback—both written and oral. Data were gathered from verbal self-reports, semi-structured oral interviews, and open-ended questionnaires. Analysis revealed three general ideas about written revisions emerging from the data: revising as submission, revising as meaning-negotiation, and revising as reposition. The data indicate that when students were able to take a critical stance to justify, negotiate, or even challenge teacher comments they were more likely to become critical thinkers, writers, and inquirers. This study strongly supports the idea that student revision with teacher feedback is a social-cognitive process, and that when students are given opportunities to revise their writing with responses that resonate with their own experiences, beliefs, and values, they will see revision as a tool for managing their original drafts comfortably and confidently. It is concluded that one of the most important tasks for the writing teacher is to transfer the power of revising to the student. Extensive scholarly references to published research are made throughout the paper. (Contains 23 references.) (KFT)

ED 442 273 FL 026 276

Toohy, Kelleen

Learning English at School: Identity, Social Relations and Classroom Practice. Bilingual Education and Bilingualism 20.

Report No.—ISBN-1-85359-481-4

Pub Date—2000-00-00

Note—160p.; Published by Multilingual Matters Ltd.

Available from—Taylor and Francis Group, 7625 Empire Drive, Florence, KY 41042 (\$14.95).

Tel: 800-634-7064 (Toll Free).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Bilingualism, *Classroom Communication, Critical Theory, *English (Second Language), Ethnic Groups, *Ethnography, Foreign Countries, Grade 1, Grade 2, Kindergarten, Language Acquisition, Language Arts, Language Minorities, Limited English Speaking, Longitudinal Studies, Native Speakers, Primary Education, Second Language Instruction, Second Language Learning, Sociocultural Patterns, Sociolinguistics, Spanish Speaking

Identifiers—Australia, Canada, New Zealand, United Kingdom

This book focuses on a common set of circumstances in Canada, the United States, Britain, Australia, and New Zealand in which increasing numbers of young children from minority language backgrounds are taught in mainstream English-medium classrooms. It provides a longitudinal ethnography of a group of children learning English in a Canadian school, from the beginning of kindergarten to the end of Grade 2. Data collected in each of the three grades are used to explore how practices with respect to identity construction, resource distribution, and discursive organization affect the children's capabilities for learning English. Chapter one describes the works of several sociocultural, poststructural, and critical theorists and explores how they might be applied to child second language learning. Chapters two and three describe the kindergarten classroom. Chapter four examines children's social relations in Grade 1. Chapter five follows the children to Grade 2 and examines the discourse practices regulating their appropriation of the classroom language. Chapter six discusses theoretical, methodological, and pedagogical ideas and problems emerging through the course of the research. The book concludes with suggestions for how schools and teachers might better support language minority children in their struggle to learn English. (KFT)

ED 442 274 FL 026 277

Pacific Language Use in the Schools (PLUS) Study. Progress Report.

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-11-00

Contract—RJ96006601

Note—126p.

Available from—Pacific Resources for Education and Learning, 1099 Alaska Street, 25th Floor, Honolulu, HI 96813. Tel: 808-441-1300; Web site: <http://www.prel.org>

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Adult Education, *Classroom Communication, Elementary Education, English (Second Language), *Federal Programs, Foreign Countries, Instructional Materials, Language Patterns, Language Proficiency, Language Tests, *Literacy, *Pacific Islanders, Questionnaires, Samoan, Samoan Americans, Second Language Instruction, Second Language Learning, *Teaching Methods, Testing, Uncommonly Taught Languages, Worksheets

Identifiers—American Samoa, Federated States of Micronesia, Guam, Hawaii, Marshall Islands, Palau

This study sought to address concerns that high levels of literacy in both English and local languages are not being attained by children in U.S.-affiliated Pacific entities served by Pacific Resources for Education and Learning (PREL). The study was designed to answer the following question: Do classroom language use and instructional practices influence students' literacy development? Related research questions included: What are current policies and guidelines for teaching first (L1) and second (L2) languages in each entity in the study? How are L1 and L2 taught in the primary grades? What is the relationship between L1 and L2 instructional practices and L1 and L2 student literacy? and What are the L1 and L2 proficiencies of

the teachers in each entity? The results of the study identified appropriate instructional practices and classroom language use patterns that relate to higher levels of student literacy achievement in the diverse linguistic and cultural settings of the Pacific. They also provided information about where support is most needed, which in turn led to the development of better curriculum materials, training modules, and revised language policies. Numerous handouts, worksheets, questionnaires, survey instruments, and instructional materials are included. (KFT)

ED 442 275 FL 026 278

Sun, Yu-Chih

Using On-line Corpus To Facilitate Language Learning.

Pub Date—2000-03-00

Note—13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, British Columbia, Canada, March 14-18, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Chinese, College Students, *Computer Assisted Instruction, *Computer Uses in Education, *English (Second Language), Foreign Countries, Higher Education, Indexes, Native Speakers, Questionnaires, Second Language Instruction, Second Language Learning, *Student Attitudes, *World Wide Web

Identifiers—Taiwan

The potential for on-line corpus in language teaching and learning has been the focus of attention on the part of teachers and researchers for some time now. The purpose of this study is to report on an Internet-based concordance approach to language learning and to investigate both qualitatively and quantitatively Taiwanese English-as-a-foreign-language (EFL) students' attitudes toward this learning tool. A 3-week, on-line corpus lesson was designed and implemented with a sample of 37 college students at a Taiwanese university. A questionnaire survey was then administered to investigate student's feedback on the Web-based concordance. The results of the study indicate that students in the study tended to have positive attitudes toward the use of the Internet in education. The challenges and possibilities for integrating Web-based material into the EFL classroom are also discussed. Images of the Web-based material are captured in images of a computer screen running the Chinese version of Microsoft Explorer with EFL material on display. Several tables display quantitative, statistical data. It is concluded that the Internet simply offers too much potentially useful and authentic spoken English for any EFL teacher to ignore. (Author/KFT)

ED 442 276 FL 026 279

Tatsuki, Donna

Alleviating Comprehension Problems in Movies. Working Paper.

Kobe Univ. (Japan). Inst. of Economic Research. Report No.—WP-179; ISSN-0286-0295

Pub Date—1999-09-00

Note—15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages Pan Asia Conference (2nd, Seoul, South Korea, 1999).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Auditory Perception, *Auditory Training, English (Second Language), Foreign Countries, *Foreign Language Films, Japanese, Language Proficiency, Language Skills, *Listening Comprehension, Listening Skills, Second Language Instruction, Second Language Learning

Identifiers—Japan

This paper describes the various barriers to comprehension that learners may encounter when viewing feature films in a second language. Two clusters of interfacing factors that may contribute to comprehension hot spots emerged from a quantitative analysis of problems noted in student logbooks.

One cluster had a strong acoustic basis, whereas the other had a more cognitive or memory and attention basis. Acoustically-based misperceptions include the following: phonological misperception of consonant/vowel segments through addition/loss/substitution; misperception of proper nouns and foreign words and expressions; misperception based on loss, deletion, or substitution of entire syllables, especially if weakly stressed; faulty segmentation of word boundaries; phonological dialect or foreign accent difference; what the listener expects or does not expect the interlocutor to say; the listener's lack of information (or correct information) with respect to the topic under discussion; and the speaker's use of idiom or colloquialism. Among the suggestions for mitigating these barriers to understanding are pre-teaching foreign words, technical language, idioms, and colloquialisms; sensitizing learners to varieties of spoken English; encouraging the learners to reflect on what their assumptions are about the target film's genre and structure; and segmenting the film into scenes and then clustering and labeling the scenes according to learner generated analysis. (KFT)

ED 442 277 FL 026 280

LeLoup, Jean W. Ponterio, Robert

Enhancing Authentic Language Learning Experiences through Internet Technology. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED-99-00-02

Pub Date—2000-05-00

Contract—ED-99-CO-0008

Note—4p.

Available from—ERIC/CLL, 4646 40th Street, NW, Washington, DC 20016-1859. For full text: <http://www.cal.org/ericcll>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Databases, Electronic Journals, Electronic Mail, *Internet, Listservs, *Second Language Instruction, Second Language Learning, World Wide Web

Identifiers—ERIC Digests

Foreign language teachers are continually searching for better ways of accessing authentic materials and providing experiences that will improve their students' knowledge and skills. The Internet has transformed communication around the world and can play a major role in the foreign language classroom. This digest illustrates how Internet software can enhance the classroom experience. In addition to the original Internet applications, like FTP (file transfer protocol) for moving files between machines and Telnet for logging into distant computers, the wide range of features and media (text, image, sound, video, multimedia) supported by the current crop of Internet programs makes them powerful additions to the foreign language teacher's repertoire. A number of Internet applications are highlighted that can be used to enrich the foreign language classroom. (VWL)

ED 442 278 FL 026 282

Liaw, Mei-Ling

Castling a Net on the Memorable Freshman Year: Infusing Webpage Construction into the Freshman English Syllabus.

Pub Date—1999-07-00

Note—32p.

Journal Cit—Tunghai Journal; v40 n1 p173-202 Jul 1999

Pub Type—Journal Articles (080) — Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—College Freshmen, *Computer Uses in Education, *English (Second Language), Foreign Countries, Higher Education, *Interaction, Internet, Learning Activities, Questionnaires, Second Language Instruction, Second

Language Learning, Task Analysis, *World Wide Web

Identifiers—Taiwan

This article describes and analyzes a task-based exercise in a college-level English-as-a-Second-Language (EFL) class. This exercise required the learners to participate in the exchange of information and the accomplishment of one particular goal—in this case the construction of a Web page in English. Both quantitative and qualitative approaches were used to collect data about the execution and completion of the task, including end-of-project survey results, brief student written responses about the approach, the resulting Web page, and group interview findings. Analysis of all four sets of data were positive. Constructing the Web page helped the students work together while communicating in English. Social interaction was also effectively integrated into the EFL curriculum, offering a context for communicative use of the target language. The students had to make English language skills serve their own purposes as they endeavored to cooperatively construct the Web page. Based on the results, further investigation is recommended into the effects of specific steps involved in Web page construction on the social interaction and language learning in the second language classroom. Appendices include suggested EFL Web sites for students to explore, the Internet project questionnaire, and open questions about Web page construction. (KFT)

ED 442 279 FL 026 283

Baker, Colin

A Parents' and Teachers' Guide to Bilingualism. Second Edition. Parents' and Teachers' Guides 1. Bilingualism in Children Series.

Report No.—ISBN-1-85359-455-5

Pub Date—2000-00-00

Note—240p.; Foreign address: Multilingual Matters Ltd., Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon, United Kingdom, BS21 7HH.

Available from—Multilingual Matters Ltd., UTP, 2250 Military Road, Tonawanda, NY 14150 (9.95 British pounds).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Bilingual Education, *Bilingualism, Code Switching (Language), Elementary Secondary Education, *English (Second Language), Family Environment, Immersion Programs, Internet, Literacy, Low Achievement, Multilingualism, Parent School Relationship, Parent Teacher Cooperation, Second Language Instruction, Second Language Learning, World Wide Web

Identifiers—Two Way Bilingual Education

This guide, written in a question-and-answer format, provides basic information on bilingualism and raises practical issues in plain, clear, and direct language. It is written for both monolingual speakers who want to consider bilingualism and bilingual speakers who want to become better informed. Many of the ideas and perceptions in the first edition have been extended and enriched in this second edition. Revised and extended topics include the following: the advantages of bilingualism, language mixing, trilingualism, and identity problems. In addition, a range of new material has been added, including the influences of the World Wide Web and the Internet on bilingualism; the benefits for children who have a less well developed second language, mixed-language marriages, and language strategies with an adopted child. The book is divided into six sections covering questions relating to family, language development, language problems, reading and writing, education (including subsections on bilingual education, achievement and underachievement, language in the classroom), and summary and concluding questions that do not fit neatly into the other categories. In addition to numerous tables, figures, charts, photographs, and diagrams, an epilogue, glossary, and index are also included. (KFT)

ED 442 280

Cheng, Liying

Washback or Backwash: A Review of the Impact of Testing on Teaching and Learning.

Pub Date—2000-00-00

Note—34p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Curriculum Based Assessment, Elementary Secondary Education, *Evaluation Research, Language Tests, *Performance Based Assessment, Second Language Instruction, Second Language Learning, *Testing

Identifiers—*Teaching to the Test

Washback or backwash, also known as measurement-driven instruction, is a common term in applied linguistics referring to the influence of testing on teaching and learning, which is a prevailing phenomena in education. It is a truism that "what is assessed becomes what is valued, which becomes what is taught." This paper aims to share the discussion of this education phenomenon from different perspectives both in the area of general education and in language education. It discusses the historical origins of washback; the definition and scope of washback; and the function and mechanism of washback, and efforts, both recent and not, to mitigate its negative effects. It is concluded that the ultimate reason for the persistence and widespread nature of this problem is the existence of high-stakes testing. Few educators would dispute the claim that these sorts of high-stakes tests markedly influence the nature of instructional programs. Whether they are concerned about their own self-esteem or their students' well-being, teachers clearly want students to perform well on such tests. Accordingly, teachers tend to focus a significant portion of their instructional activities on the knowledge and skills assessed by such tests. (KFT)

ED 442 281

Clankie, Shawn M.

On the Directionality and Maintenance of Language Policy in Revitalization Efforts.

Pub Date—2000-00-00

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—African Languages, Bilingual Education Programs, Bilingualism, Cultural Pluralism, Elementary Secondary Education, English, Ethnic Groups, Foreign Countries, French, German, Immersion Programs, Indigenous Populations, Italian, Japanese, *Language Maintenance, *Language Minorities, Official Languages, *Public Policy, Second Language Instruction, Second Language Learning, Sociolinguistics, *Uncommonly Taught Languages

Identifiers—Ainu, Algeria, Belgium, Flemish, France, Ivory Coast, Japan, Madagascar, Senegal, Singapore, Switzerland, United Kingdom

This paper examines efforts to save rapidly declining indigenous languages around the world. The entire process of language preservation and revitalization is a massive undertaking that requires immense long-term planning and support. These problems extend well beyond the linguistic concerns of the language itself. Language policy is inherently political in nature, pitting different linguistic (but also ethnic, religious, or cultural) groups against one another, any or all of whom may have reason to try to undermine any policy. This paper centers on these two distinct yet inter-related concerns in language revitalization efforts: directionality and policy preservation. The problem of directionality of language policy, the direction from which policy is generated and implemented, namely, top-down (government-imposed) or bottom-up (grassroots public-imposed) is unavoidable. It is argued that neither approach can be entirely successful without the other and that the present societal structure where the language is to be used must be considered. The second problem, the question of how to preserve policy over time and through changes in government and leadership once a language policy has been agreed upon and is being implemented, is equally essential. Five suggestions are offered for preserving existing policy, while at

the same time allowing the policy to grow and develop. Current research on this subject is reviewed. (Contains 11 references.) (Author/KFT)

ED 442 282 FL 026 287

Clankie, Shawn M.

Genericization: A Theory of Semantic Broadening in the Marketplace.

Pub Date—2000-07-30

Note—13p.

Journal Cit—Northern Review; n28 Jul 30 2000

Pub Type—Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Applied Linguistics, Etymology, Language Usage, *Semantics, *Semiotics, Sociolinguistics

Identifiers—*Brand Names

Genericization theory developed as a response to claims from outside of linguistics that generic use in brand names (for example, using Kleenex as a generic noun for all facial tissues, or Xerox for all photocopiers) is the result of marketing factors or misuse by consumers. This paper examines the linguistic factors that create an environment where genericization of a brand name could take place. These triggers of generic brand name change can provide insight into more traditional problems of semantic change, namely the problems of actuation, or how such changes begin, and whether there are types of semantic change that may be seen as regular or systematic. There are four primary hypotheses that form genericization: (1) Novelty—when a brand name for an innovative product and the association of that item with its brand name become synonymous; (2) length and predominance—when the predominate brand name in a semantic class is shorter than the corresponding class-noun, and the brand becomes the generic for the entire semantic class; (3) genericization as a regular process—when the brand name change is a regular process that recurs in the same pattern; and (4) simple association—when there is a psychological association between a brand name and a single product (i.e. Rollerblades or Walkman). (KFT)

ED 442 283 FL 026 288

McWhorter, John

Spreading the Word: Language and Dialect in America.

Report No.—ISBN-0-325-00198-7

Pub Date—2000-00-00

Note—83p.

Available from—Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$12.50). Tel: 603-431-7894; Fax: 603-431-7840; Web site: <http://www.heinemann.com>.

Pub Type—Books (010) - Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Amharic, Applied Linguistics, Black Dialects, Chinese, Code Switching (Language), *English, English (Second Language), Ethnic Groups, Hebrew, Hindi, Korean, *Non-standard Dialects, Oral Language, Regional Dialects, Russian, Second Language Instruction, Second Language Learning, Sociolinguistics, *Standard Spoken Usage, Tagalog, Uncommonly Taught Languages, Vietnamese

This short book argues that the idea that there is one best English—or standard English—is wrong, and that nonstandard dialects are not bastardizations of standard English but alternate variations upon the basic plan of English, of which the standard one. With a general focus on classroom applications, this book makes accessible to teachers, teacher educators, and administrators basic language principles that are commonly accepted by linguists but rarely disseminated in an accessible form to general audiences. Using data from several different languages, it is argued that speech differences heard in America are qualitatively equivalent heard in other parts of the world where the same differences are not considered "bad" language. The thesis of the book is linked not only to "prescriptive grammar" but to more immediate issues facing classroom teachers such as Black English and code switching between Spanish and English. One of four chapters is dedicated to showing how mixture

between languages is a worldwide and natural phenomenon, rather than a "language ravaging accident." Chapter titles include the following: "I Hear So Much Bad Grammar These Days"; "It's Just Slang, Isn't It?"; "They Just Mix Them Up!"; and "The Linguistic Rainforest." Extensive references are provided as well as an index. (Author/KFT)

ED 442 284 FL 026 289

Kang, Dong-Ho

Motivation and Foreign Language Learning in Korean EFL Context.

Pub Date—2000-00-00

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*English (Second Language), Factor Analysis, Foreign Countries, Grade 9, Incentives, Korean, *Learning Motivation, Middle School Students, Middle Schools, Second Language Instruction, Second Language Learning, Self Esteem, Self Motivation, Sex Differences, Student Attitudes, *Student Motivation

Identifiers—*South Korea

This paper argues that understanding the source and development of student motivation for learning English as a Foreign Language (EFL) is very important for educational purposes. The purpose of this study of 234 Korean 9th graders was to identify the following: (1) Korean students' orientations and motivations for learning English; (2) what kinds of orientations could lead to motivations; (3) how new cognitive variables, such as confidence and attributions, are related to students' motivations; and (4) how gender relates to and affects student motivation. Methodologies employed included factor analysis to extract underlying motivations, Pearson product-moment correlations to assess relationships among these factors, and discriminant function analysis to examine the effects of gender. The following findings are discussed: integrative reasons for second language learning are most significant; goal salience, attributions, and self-confidence are the main motivators; all orientations should be internally controllable by students before leading to motivations; and females consistently report higher integrative orientations and more positive attitudes toward second language learning. It is concluded that formal, extrinsic, classroom-related motivations were more important factors in second language learning than traditional integrative and instrumental motivations in Korean EFL contexts. Extensive quantitative empirical data and 64 references are included. (Author/KFT)

ED 442 285 FL 026 290

Lo, Yi-Hsuan Gloria

Can Whole Language Be Applied to Teaching English as a Foreign Language in Secondary Schools in Taiwan: Problems, Challenges, and Possibilities.

Pub Date—1996-06-00

Note—150p.; Master's thesis, Indiana University, Bloomington.

Pub Type—Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, Educational Policy, *English (Second Language), Foreign Countries, Higher Education, Second Language Instruction, Second Language Learning, Secondary Education, Secondary School Students, Teaching Methods, *Whole Language Approach

Identifiers—*Taiwan

The purpose of this study is to identify the issues, concerns, and challenges that will arise if whole language is applied to teaching English as a Foreign Language (EFL) in high school in Taiwan. Research questions include the following: (1) What are the issues, concerns, and challenges if whole language is applied to teaching English in Taiwanese high schools? (2) What educational implications for English education in Taiwan can be drawn from the discussion of these issues, concerns, and challenges? and (3) What proposals can be made if whole language is applied as an alternative

approach to teaching EFL in Taiwan? The thesis is divided into five chapters. Chapter one is an overview of the purpose, context, and significance of the research questions. Chapter two is an examination of English education in Taiwan and the problems high school EFL students face when they go to college. Chapter three is an introduction to the whole language approach. Chapter four is a discussion of the problems facing EFL education in Taiwan, using the theoretical lens of whole language, and concludes with the judgment that entrance examinations, teachers' assumptions about teaching and learning, and the differences between learning English as a first and second language are the main barriers to applying the whole language approach in Taiwan. Chapter five concludes with proposals for the Taiwanese Ministry of Education, school boards, and EFL teachers interested in applying the whole language approach to EFL education. Extensive scholarly references, a bibliography, three tables, and five appendices are included. (KFT)

ED 442 286 FL 026 291

Adger, Carolyn Temple Locke, Jennifer

Broadening the Base: School/Community Partnerships Serving Language Minority Students at Risk. Educational Practice Report 6.

Center for Research on Education, Diversity and Excellence, Santa Cruz, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-00-00

Note—30p.

Available from—Dissemination coordinator, CREDE, Center for Applied Linguistics, 4646 40th Street N.W., Washington, DC 20016. Tel: 202-362-0700.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Community Coordination, *Community Organizations, Elementary Secondary Education, *English (Second Language), *High Risk Students, Immigrants, *Language Minorities, Limited English Speaking, Partnerships in Education, *School Community Relationship, Second Language Instruction, Second Language Learning

Language minority students, including immigrants and their American-born children, may have to contend with a mismatch between the language and the culture of their schools and those of their homes and communities. To broaden the base of support for these students and to help address their academic needs appropriately, some schools have been partnering with community-based organizations (CBOs). This report outlines findings from a study of school/CBO partnerships that promote the academic achievement of language minority students. It describes the type of CBOs that partner with schools, the ways the partners work together, and the work they do. Crucial elements of program success are discussed, as well as the challenges that partnerships may face. The following recommendations for developing effective partnerships came from partnerships described in this report. Partnership recommendations include assuring that potential partners are fully committed to the partnership and maintaining communication among partners. Program recommendations are threefold: ensure strong leadership at the program level; start small and build up carefully; and be on the look out for new opportunities. Finally, two important dimensions of successful partnerships deserve more scrutiny: the contributions of staff members who share the clients background, and the effects of partnership and program plasticity and the need to find the right balance between consistency and flexibility. (Contains 13 references.) (Author/KFT)

ED 442 287 FL 026 292

Our World, Our Future: Bilingual Activities on Population and the Environment = Nuestro Mundo, Nuestro Futuro: Actividades Bilingües Acerca de la Población y el Medio Ambiente.

Zero Population Growth, Inc., Washington, DC.

Spons Agency—Geraldine R. Dodge Foundation, Morristown, NJ.; William and Flora Hewlett

Foundation, Palo Alto, CA.; David and Lucile Packard Foundation, Los Altos, CA.
Report No.—ISBN-0-945219-17-2
Pub Date—2000-00-00

Note—49p.; Also supported by the Fred H. Bixby Foundation, the Huber Foundation, and the Winslow Foundation.

Language—English, Spanish

Pub Type—Guides - Classroom - Teacher (052) — Multilingual/Bilingual Materials (171)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Bilingual Education, *Class Activities, Conservation (Environment), Demography, Elementary Secondary Education, English, *Environmental Education, Partnerships in Education, *Population Education, Second Language Instruction, Second Language Learning, Spanish
Identifiers—Zero Population Growth

This bilingual activity guide helps to develop students' understandings of the interdependence of people and the environment. Interdisciplinary resources are provided featuring environmental education lessons with applications to the social studies, science, math, and family life education curricula. It is designed for the middle school level, but the activities can be scaled up or down for use by students of various ages, including adults. The reading and activities in this guidebook are designed to broaden students' knowledge of trends and connections between population change, natural resource use, gender equity, and quality of life issues for individuals and communities. This knowledge, combined with critical thinking skills developed in each activity, will help students explore their roles as global citizens and environmental stewards. Topics and activities are divided into three sections: "Understanding Population Dynamics"; "Reflecting on Resources"; and "Making Connections." Extensive references and other resources are provided and suggested. In addition to a glossary, there are numerous charts, diagrams, and figures provided throughout the text. (KFT)

ED 442 288 FL 026 293
Waldschmidt, Eileen Dugan. Kim, Younghee M. Kim, Jiyoung Martinez, Claudia Hale, Aaron

Teacher Stories: Bilingual Playwriting and Puppetry with English Language Learners and Students with Special Needs.

Pub Date—1999-04-00

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, Classroom Techniques, *College School Cooperation, *Educational Strategies, Elementary Education, *English (Second Language), Ethnic Bias, Federal Programs, Immigrants, Instructional Innovation, Latin American Culture, Limited English Speaking, Literacy, Mathematics, Playwriting, Puppetry, Russian, Second Language Instruction, Second Language Learning, Spanish, Spanish Speaking, Special Needs Students, *Summer Programs, *Team Teaching
Identifiers—Jefferson County School District OR, Oregon State University

The paper chronicles the struggles and challenges of teaching in a 6-week summer bilingual education program in a small town in Oregon. The program was a cooperative effort between a small town school district and Oregon State University at Corvallis. Teachers and researchers who entered into this project looked into the use of bilingual playwriting and puppetry within a primary and intermediate classroom with mainstream students, English language learners, migrant students, and students identified as having special needs. As they collected, analyzed, and compared their data, it was realized that bilingual playwriting and puppetry were greatly overshadowed by other common themes, including the following: the challenges of abbreviated summer school schedules and the pressure from school district administrative personnel to be doing "fun" activities while keeping the focus

on math and literacy; negative attitudes among elementary students toward Latino culture and the Spanish language; struggles with classroom management; and the rewards and benefits of team teaching. It was concluded that collaboration between a school district and a university is a good idea. This should be expanded and refined in the future to create quality programs incorporating democratic classroom practices, meaningful and purposeful curricula, team teaching, and continued collaboration between teacher researchers and university researchers. In addition to a bibliography, numerous scholarly references are included in the text. (Contains 13 references.) (KFT)

ED 442 289 FL 026 294

Katz, Susan

Promoting Bilingualism in the Era of Unz: Making Sense of the Gap between Research, Policy and Practice in Teacher Education.

Pub Date—2000-04-00

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education Programs, Bilingual Teachers, Case Studies, Chinese Americans, Elementary Secondary Education, *English (Second Language), English for Special Purposes, Ethnic Bias, Federal Legislation, Filipino Americans, Higher Education, Language Minorities, Mexican Americans, Native Speakers, *Politics of Education, Second Language Instruction, Second Language Learning, Spanish, Spanish Speaking, *Teacher Education

Identifiers—*California, *Proposition 227 (California 1998)

This paper was written as a response to the political debate in California regarding the proper role of bilingual education in the state's kindergarten through high school public school system. Specifically, it examines, in light of the positions and prescriptions of Proposition 227 (an initiative holding that all California students be taught English as rapidly as possible, effectively mandating substantial revision in the operation and design of bilingual education programs in the state, and approved by the voters by a 61-39 margin in the election in June 1998), how educators of up and coming bilingual education professionals should prepare their students to deal personally and professionally with this emerging situation. The purpose of this study is to gain understanding of how potential bilingual education teachers and researchers should grapple with the complex relationship of research, policy, and practice within the field of bilingual education. Specifically, what does it mean to focus on scholarship that strongly supports native language instruction when, at the same time, public opinion and policy are swiftly shifting in the opposite direction? Most importantly, what kinds of pedagogical experiences can be provided for these students to assist them in making sense of these incongruities? It is concluded that engaging these newly-minted professionals in their own research in bilingual settings, based upon their own questions, provides the best response. (KFT)

ED 442 290 FL 026 296

Izzo, John

Sentence Structure Aberrations in English Writings of Japanese University Students.

Pub Date—2000-03-00

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—College Students, *Conjunctions, *English (Second Language), *Error Analysis (Language), Foreign Countries, *Grammar, Higher Education, Japanese, Second Language Instruction, Second Language Learning, *Sen-

tence Structure, *Writing (Composition), Writing Instruction, Writing Strategies
Identifiers—Japan

Japanese university English-as-a-Foreign-Language (EFL) students have problems structuring English sentences, especially complex compound sentences. This study reviewed undergraduate EFL student writings from three Japanese universities to identify common sentence structure aberrations. Four types of sentence structure aberrations were examined: fused sentences; run-on sentences; sentence fragments; and the use of coordinating conjunctions to start simple sentences. The goal of the study was to identify specific words associated with these sentence aberrations. The review revealed that the most common mistakes for the study group involved the use of the subordinating conjunctions "and" and "but" to start simple sentences rather than to join independent clauses. The use or omission of these words in other cases resulted in run-on or fused sentences. The second most common error was sentence fragments associated with the specific "because" clauses and "for example" lists. It is concluded that Japanese university level EFL writers in general need more instruction and writing assignments that involve the use of the coordinating conjunctions "and" and "but," the subordinating conjunction "because," and the introductory phrase "for example." (Contains 15 references.) (KFT)

ED 442 291 FL 026 297

McLaughlin, Barry August, Diane Snow, Catherine Carlo, Maria Dressler, Cheryl White, Claire Lively, Teresa Lippman, David

Vocabulary Improvement and Reading in English Language Learners: An Intervention Study.

Pub Date—2000-07-01

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Cross Sectional Studies, Elementary School Students, *English (Second Language), Grade 4, Grade 5, Intermediate Grades, *Intervention, Language Minorities, Limited English Speaking, Longitudinal Studies, *Reading Comprehension, Second Language Instruction, Second Language Learning, *Vocabulary Development

Identifiers—California, Massachusetts, Virginia

This study involves the collaboration of researchers with 24 teachers in a 3-year intervention study aimed at investigating and improving vocabulary knowledge and reading comprehension of fourth and fifth grade students for whom English is a second language. Cross-sectional and longitudinal data were collected on various aspects of vocabulary knowledge and reading comprehension of English language learners and English-only peers. In year one, the vocabulary knowledge of all students was tested, and a large gap between the English language learners and English-only students was discovered. A set of lessons was subsequently developed that was hoped would reduce the gap between the groups. In year two, the lessons (20-45 minutes long, offered 4 days a week for 12 to 15 weeks) were given to fourth graders at sites in three states. It was found that after 12 weeks of supplemental instruction the breadth of vocabulary knowledge was measurably improved, but reading comprehension was not noticeably improved. In year three, the intervention was again administered to the same students, now in fifth grade, and to a new group of fifth graders. Students receiving this extra instruction outperformed comparable students on measures of breadth and depth of vocabulary knowledge and reading comprehension. Students who received both years of instruction had a measurable boost in vocabulary knowledge, but not a significant difference in reading comprehension from those receiving only one year. Overall, English language learners in 2 years closed the gap with native speakers by about 50 percent—from about one to 0.5 standard deviations. It was concluded, therefore, that the extra instruction was quite effective. Extensive references and tables of quantitative data are included. (Contains 19 references.) (KFT)

ED 442 292 FL 026 298

Hornberger, Nancy H. Harsch, Leslie Evans, Bruce
Language Education of Language Minority
Students in the United States. The Six Na-
tion Education Research Project. The Unit-
ed States: A Country Report.

Pennsylvania Univ., Philadelphia. Graduate
School of Education.
Pub Date—1999-09-00

Note—107p.; Produced with the assistance of
Melisa Cahnmann. Published biannually.

Available from—Working Papers in Educational
Linguistics, Graduate School of Education,
University of Pennsylvania, 3700 Walnut St.,
Philadelphia, PA 19104 (\$4). Tel: 215-898-
3288.

Journal Cit—Working Papers in Educational Lin-
guistics; v15 n1 spec iss Fall 1999

Pub Type—Collected Works - Serials (022) — In-
formation Analyses (070)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education Programs, Bi-
lingualism, Elementary Secondary Education,
*English (Second Language), *Language Atti-
tudes, *Language Minorities, *Limited En-
glish Speaking, Monolingualism,
Multilingualism, *Public Policy, Second Lan-
guage Instruction, Second Language Learning,
Sociolinguistics

The United States has at least three historically
established patterns of language use: English
monolingualism, multilingualism, and bilingual-
ism. The United States could best be described at
present as a multilingual nation in which English is
the dominant language. English is promoted to
varying degrees, but linguistic diversity is tolerated.
The purposes of this highly descriptive report are
twofold. First, American linguistic diversity and
language policy are surveyed to provide some of the
important contexts and conditions of language edu-
cation for language minority students. Second, in
the process of examining the policy and processes
of bilingual and English-as-a-Second-Language
programs, the educational characteristics of lan-
guage minority speakers, those students designated
as limited English proficient (LEP) are detailed in
depth. A set of research questions is developed, and
these questions are framed within the context of the
Six Nation Education Research Project. These
questions focus on how schools structure opportu-
nities and incentives for language minority learners
to acquire language and literacy and consider such
things as ways to focus on the learner, how to
account for economics and the sociopolitical con-
text of language, the effects of national educational
policies, and what policy modifications would
enhance these opportunities and incentives. Numer-
ous data-rich tables and figures give a thorough pic-
ture of American linguistic diversity and language
policies, providing a solid framework for framing
the research questions. Two appendices and an
extensive bibliography are included. (Contains 99
references.) (KFT)

ED 442 293 FL 026 306

Wilson, Stephen

Coverbs and Complex Predicates in Wagiman.
Stanford Monographs in Linguistics.

Stanford Univ., CA. Center for the Study of Lan-
guage and Information.

Report No.—ISBN-1-57586-172-0

Pub Date—1999-00-00

Note—189p.

Available from—Cambridge University Press, 110
Midland Avenue, Port Chester, NY 10573-4390
(\$18.95). Tel: 800-872-7432 (Toll Free); Web
site: <http://www.cup.org>.

Pub Type—Books (010) — Reports - Descriptive
(141)

Document Not Available from EDRS.

Descriptors—*Australian Aboriginal Languages,
Descriptive Linguistics, Foreign Countries,
*Grammar, Indigenous Populations, *Morphol-
ogy (Languages), Phonology, Second Lan-
guage Instruction, Second Language Learning,
Sociolinguistics, Structural Analysis (Linguis-

tics), *Syntax, Uncommonly Taught Lan-
guages, *Verbs

Identifiers—*Australia

Wagiman is an Australian Aboriginal language
spoken in the northern part of the Northern Terri-
tory by about ten people. It possesses an unusual
open class of words, which are called coverbs. Most
frequently coverbs are paired with an inflecting
verb from a closed class to form a complex pre-
dicate. This book provides a descriptive and analyti-
cal account of the behavior of coverbs in Wagiman,
especially their role in complex predicate forma-
tion. The book aims to discover what principles are
at work in directing and constraining this process,
and how the meaning of the whole is derived from
the meanings of the parts. After discussing a wide
range of data from the language, a formal lexical
functional grammar is outlined. It is argued that to
account for the intricacy of Wagiman complex pre-
dicates, it is necessary for the grammar to make
explicit reference to representations of lexical
meaning, and that complex predicate formation can
be seen as the fusion of these semantic representa-
tions. Chapter titles include the following: "Some
Essential Features of Wagiman Morpho-Syntax";
"Coverbs as a Word Class"; "Coverb Construc-
tions"; "The Semantics and Arguments of Complex
Predicates"; "A Formal Approach to Complex Pre-
dicates." Two appendices are included: "Abbrevia-
tions and Conventions" and "Orthography and
Phonology." (KFT)

ED 442 294 FL 026 307

Bakker, Peter

A Language of Our Own: The Genesis of
Michif, the Mixed Cree-French Language of
the Canadian Metis. Oxford Studies in An-
thropological Linguistics, 10.

Report No.—ISBN-0-19-509712-2

Pub Date—1997-00-00

Note—332p.; Revision of doctoral thesis, Univer-
siteit van Amsterdam, 1992.

Available from—Oxford University Press, Inc.,
Business Office, 201 Evans Road, Cary, NC
27513 (\$49.95). Tel: 800-451-7556 (Toll Free);
Fax: 919-677-1303.

Pub Type—Books (010) — Reports - Descriptive
(141)

Document Not Available from EDRS.

Descriptors—American Indian Languages, *An-
thropological Linguistics, Canada Natives,
Chippewa (Tribe), *Cree, Cree (Tribe), *Diach-
ronic Linguistics, Ethnography, Foreign Coun-
tries, Indigenous Populations, Language
Typology, *Ojibwa, Uncommonly Taught Lan-
guages

Identifiers—Algonquin (Tribe), Canada, *Michif

The Michif language, spoken by descendants of
French Canadian fur traders and the Cree and
Ojibwe Indians of western Canada and the northern
United States, is a difficult and unique language
because it uses French for nouns and Cree for verbs,
therefore comprising two different sets of grammat-
ical rules. This book employs historical research
and fieldwork data to present the first detailed anal-
ysis of this language. The central question of this
book is to determine what kind of language Michif
is and why, when, and how it developed. Solving
this mystery involves drawing on linguistics,
anthropology, ethnohistory, and native studies. To
show the exceptionality of Michif, a brief review of
theories of language contact is provided, and it is
shown how Michif confounds all these theories and
defies any attempt at conventional classification.
Several theories concerning the origin and nature of
Michif (the new nation/mixed identity, trade lan-
guage, separation task, pointing, verb-noun mixing,
code-mixing, relexification, and difficult parts
hypotheses) are presented and dismissed. The book
refutes all previous theories of the origin of Michif
and proposes that this language can be understood
only through an interdisciplinary approach that
draws on typological linguistic, historical linguis-
tic, sociolinguistic, anthropological, ethnohistori-
cal and historical data. Extensive references and
indices (subject and proper noun) are included.
(KFT)

ED 442 295 FL 026 308

Chen, Ping

Modern Chinese: History and Sociolinguistics.
Report No.—ISBN-0-521-64197-7

Pub Date—1999-00-00

Note—243p.

Available from—Cambridge University Press, 110
Midland Avenue, Port Chester, NY 10573-4390
(\$59.95). Web site: <http://www.cup.org>.
Pub Type—Books (010) — Reports - Descriptive
(141)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Cantonese,
*Chinese, Chinese Culture, *Diachronic Lin-
guistics, Fochow, Foreign Countries, Gram-
mar, Ideography, Mandarin Chinese, Oral
Language, Orthographic Symbols, Phonetic
Transcription, *Sociolinguistics, Syntax, Writ-
ing (Composition)

Identifiers—China

This book presents a comprehensive and up-to-
date account of the development of modern Chinese
from the late 19th century up to the 1990s, concen-
trating on three major aspects: modern spoken Chi-
nese, modern written Chinese, and the modern
Chinese writing system. It describes and analyzes
in detail, from historical and sociolinguistic per-
spectives, the establishment and promotion of mod-
ern spoken Chinese and modern written Chinese
and the reform of the Chinese script. Through an
integrated discussion of these areas of the language,
the book highlights the close interrelationships
between them and reveals the interaction of linguis-
tic, historical, and social factors in the development
of modern Chinese. The book is divided into three
parts and 12 chapters. Part one, modern spoken Chi-
nese, covers its establishment and promotion,
norms and variations, and standards and dialects.
Part two, covering modern written Chinese, deals
with written Chinese's development and promo-
tion, norms and variation, and dialect writing. Part
three discusses the modern Chinese writing system,
including its basic features, the simplification of the
traditional writing system, the phonetization of
Chinese, and the use and reform of the writing sys-
tem. Extensive references and notes are included, as
is an index. Tables appear throughout the text.
(KFT)

ED 442 296 FL 026 309

Berlin, Brent Kay, Paul

Basic Color Terms: Their Universality and
Evolution. The David Hume Series of Philoso-
phy and Cognitive Science Reissues.

Stanford Univ., CA. Center for the Study of Lan-
guage and Information.

Report No.—ISBN-1-57586-162-3

Pub Date—1999-00-00

Note—209p.; Originally published by University
of California Press, Berkeley, in 1991.

Available from—Cambridge University Press, 110
Midland Avenue, Port Chester, NY 10573-4390
(\$22.95). Tel: 800-872-7423 (Toll Free). Web
site: <http://www.cup.org>.

Pub Type—Books (010) — Reports - Research
(143)

Document Not Available from EDRS.

Descriptors—*Color, Diachronic Linguistics,
*Language Research, Language Typology,
*Language Universals, *Linguistic Theory,
Psycholinguistics, *Semantics, Sociolinguistics,
Visual Perception, *Vocabulary

Ethnoscience studies, and studies of color vocabu-
lary in particular, have firmly established that to
understand the full range of meaning of a word in
any language, each new language must be
approached on its own terms, without a priori theo-
ries of semantic universals. It has been shown that
color words in fact encode a great deal of non-colo-
rimetric information. The essentially methodologi-
cal point made in such studies has been frequently
misinterpreted by anthropologists and linguists as
an argument against the existence of semantic uni-
versals. The research reported here strongly indi-
cates that semantic universals do exist in the
domain of color vocabulary. Moreover, these uni-
versals appear to be related to the historical devel-
opment of all languages in a way that can be
properly termed evolutionary. Conclusions are

threefold: (1) there exist universally for humans eleven basic perceptual color categories, which serve as psychophysical referents of the eleven or fewer basic color terms in any language; (2) in the history of any given language, encoding of perceptual categories into basic color terms follows a fixed partial order; and (3) the overall temporal order is properly considered an evolutionary one (color lexicons with few terms tend to occur in association with relatively simple cultures and simple technologies, while color lexicons with many terms tend to occur in association with complex cultures and complex technologies). Extensive tables, data, and figures appear throughout the text. (KFT)

ED 442 297 FL 026 311

Nishimura, Kozo

Effective Ways of Communicative Instruction in the Japanese EFL Classroom: Balancing Fluency and Accuracy.

Pub Date—2000-03-00

Note—40p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiolingual Methods, *Classroom Techniques, *Communicative Competence (Languages), *English (Second Language), Foreign Countries, *Grammar, High School Students, High Schools, Japanese, Second Language Instruction, Second Language Learning, Secondary Education, *Teaching Methods

Identifiers—Japan

The central concern of this paper is to discover the most effective way to maximize Japanese English-as-a-second-Language (ESL) learners' proficiency levels and communicative competence without compromising fluency and accuracy. The paper searches for the best approach for ESL instruction in Japanese high schools. The educational environment in Japanese high schools is examined, and the problems faced by Japanese teachers of English are considered. Next, the sequence of foreign language instruction is explained, emphasizing the focus on form theory because it is the dominant approach to ESL instruction in Japan, followed by a discussion of strategies that can be used by teachers for dealing with the errors made by students in the classroom. Finally, suggestions are made for how Japanese teachers of English can adapt the focus on form theory in the Japanese high school ESL classroom. It is concluded that good judgment by the ESL teacher is crucial to find the proper balance between form and meaning-focused instruction. Notes, references, and appendices are included. (Contains 29 references.) (KFT)

ED 442 298 FL 026 312

Garron, Carl L.

The Bottom-to-Top versus the Redundancy Models: A Comparison of Two Four-Semester Sequences in Spanish.

Pub Date—2000-07-10

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, High School Students, Higher Education, Interviews, Language Research, *Models, *Oral Language, Second Language Instruction, Second Language Learning, Secondary Education, *Spanish, Standardized Tests, *Teaching Methods, Testing

Identifiers—ACTFL Proficiency Guidelines, Oral Proficiency Testing

This study provides some evidence of significant differences between the Redundancy and Bottom-to-Top Models in sequencing four-semester elementary and intermediate Spanish courses using the ACT Spanish Test Form 1 as the dependent variable. T-test results of independent samples (unequal variances model) were 0.056. Results also indicated that there were no significant differences in measures of interview tasks among second language subjects after the four-semester sequence in Spanish. The investigator found that both university sites adhered to American Council on the Teaching of Foreign Languages guidelines, therefore subjects scored similarly on the Oral Proficiency Interview

(OPI). The study also found that at the end of the four-semester sequence, subjects scored Intermediate Mid (IM) on the OPI and confirmed previous research in French and German study using undergraduate subjects and high school students after 4 years of Spanish study. (Contains 19 references.) (KFT)

ED 442 299 FL 026 313

Suleiman, Mahmoud F.

The Process and Product of Writing: Implications for Elementary School Teachers.

Pub Date—2000-00-00

Note—11p.; Portions of this paper presented at the California Association for Bilingual Education Conference (San Francisco, CA, March 20-23, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, Elementary Education, *English (Second Language), Language Arts, Reading Instruction, Second Language Instruction, Second Language Learning, *Writing (Composition), *Writing Instruction, Writing Processes

This paper provides a summary of well established, conventional thinking on the importance of writing to the language learning process. Writing is a central element of language. Any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development. The understanding of writing fundamentals can be understood through examining the multidimensional nature of the writing process. This paper explores these issues and draws pedagogical implications for reading and language arts teachers while capitalizing on the benefits of writing as an indispensable skill in language arts programs. (Contains 16 references.) (KFT)

ED 442 300 FL 026 314

Walqui, Aida

Strategies for Success: Engaging Immigrant Students in Secondary Schools. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-00-03

Pub Date—2000-06-00

Contract—ED-99-CO-0008

Note—4p.

Available from—ERIC/CLL, 4646 40th Street NW, Washington, DC 20016-1859. For full text: <http://www.cal.org/ericll>

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Acculturation, *Educational Strategies, *English (Second Language), High Risk Students, *Immigrants, *Instructional Effectiveness, Program Descriptions, Second Language Learning, Secondary Education, Secondary School Students, *Success

Identifiers—ERIC Digests

High dropout rates among language-minority secondary school students are one indication that many schools are failing to adequately support the needs of these students. The belief that the student dropout rate is due to a lack of proficiency in English often leads educators to overlook the economic, cultural, academic, and personal issues that immigrant adolescents must confront on a daily basis. To be effective, programs must begin with a compassionate understanding of these students and recognize and build on the identity, language, and knowledge they already possess. Instruction developed for native-English-speaking students may not be appropriate for students who are still learning English. To engage immigrant adolescents in school, educators must provide them with avenues to explore and strengthen their ethnic identities and languages while developing their ability to study and work in this country. This digest discusses 10 principles for developing effective teaching and learning contexts for immigrant adolescents and

profiles one program that has been successful in promoting the academic success of its students by implementing these principles. (Author/VWL)

ED 442 301 FL 801 217

Letters from Home: An Exhibit-Building Project for the ESL Classroom.

National Postal Museum, Washington, DC. Education Dept.

Pub Date—1997-00-00

Note—25p.; Project funded in part by the Education Outreach Fund, Smithsonian Institution.

Available from—National Postal Museum, Education Department, 2 Massachusetts Ave., N.E., Washington, DC 20560-0570 (free).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Active Learning, Adult Education, Bilingual Education Programs, *Classroom Techniques, Cultural Awareness, *English (Second Language), Learner Controlled Instruction, Lesson Plans, *Letters (Correspondence), Second Language Instruction, Second Language Learning, Student Motivation, *Student Writing Models, Teaching Methods, Writing Instruction

This curriculum is designed to be a flexible enrichment project for adult English-as-a-Second-Language (ESL) education by harnessing the dynamic power of letters for language learning purposes. The goals of the project are to help teachers assisting students in developing communication skills, encourage social interaction as a means of building language skills, increase cultural awareness among students, identify the role letters play in maintaining ties between family members, and teach students how to create and display an in-class exhibition of personal letters. Each of the activities explores the power and significance of family letters. Students will examine the writings of immigrant families from the past and compare them to their own personal experience and correspondence. The class may share the experience with each other and the community by creating an exhibit that interprets the meaning of family letters. The project encourages adult ESL students to reflect on their shared experiences as immigrants and motivates them to continue building their English language skills. The project is designed to take up to eight sessions, which include the following topics: the value of letters, how letters bind families, translating and sharing letters, and the mechanics of beginning the exhibit-building process, discovering themes, labeling and mounting letters, and publicizing the exhibit and evaluating the experience. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 302 FL 801 367

Fortalece! Pensamientos e ideas sobre el desarrollo de currículo para maestras de educación básica en español ("Get Energized! Thoughts and Ideas on Curriculum Development for Spanish Basic Education Teachers").

Holyoke JUNTO Adult Basic Education Collaborative, MA.

Pub Date—1996-06-00

Note—56p.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Check Lists, *Curriculum Development, Introductory Courses, Lesson Plans, *Literacy Education, *Spanish, *Teaching Methods

This booklet outlines approaches to adult basic education Spanish literacy. It includes the following: explanatory note for English (non-Spanish) readers; general goals of a Spanish language literacy (SLL) program in Holyoke, Massachusetts; checklists; learning objectives for reading and writing; SLL lesson plan guide; outline for SLL curriculum units; information about evaluation; starting a course; working with a beginning-level group; lesson plans for the first days of an SLL level one group; and advanced lessons. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (LR)

ED 442 303

FL 801 378

Silliman, Anna Tom, Abigail

Practical Resources for Adult ESL: A Selection Guide to Materials for Adult ESL and ESL/ESOL Literacy. Alta Teacher Resource Series.

Report No.—ISBN-1-882483-80-4

Pub Date—2000-00-00

Note—174p.

Available from—Alta Book Center Publishers, 14 Adrian Court, Burlingame, CA 94010 (\$13.95). Tel: 800-258-2375 (Toll Free); Web site: <http://www.altaesl.com>.

Pub Type—Books (010) — Reference Materials — Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Adult Education, Audiovisual Aids, Computer Uses in Education, Directories, *English (Second Language), *Instructional Materials, *Reference Materials, *Second Language Instruction, Second Language Learning

This book reviews materials for teaching English as a Second Language (ESL) to adult students. By looking through hundreds of texts, by consulting ESL colleagues, and by pooling teaching experience and knowledge of the field, resources were selected that are believed to be successful with adult ESL learners and useful for teachers and tutors. Over 260 titles are reviewed and both summarized and personal evaluations are offered. Topics covered include the following: methods and techniques; coursebooks; literacy; teaching activities; speaking and listening; reading; writing; grammar; dictionaries and vocabulary; English for specific purposes; culture and community life; multimedia resources; and publishers and distributors. A glossary entitled "A Shopper's Guide to Jargon" and an extensive index are included. (KFT)

ED 442 304

FL 801 379

Archer, Carol M.

A Comprehensive Cultural Orientation Program for Refugees.

Pub Date—1999-03-00

Note—8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999). For another document on the Bilingual Education Institute by this author, see FL 801 377.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Acculturation, Adult Education, Arabic, *English (Second Language), Immigrants, Kurdish, Language Minorities, *Orientation, Program Descriptions, *Refugees, Second Language Instruction, Second Language Learning, Somali, Uncommonly Taught Languages

Identifiers—*Texas (Houston)

This paper presents the various components of the cultural orientation program as it has developed at the Bilingual Educational Institute (BEI), the organization that is currently awarded the grant for RSS in the Houston area by the state of Texas. This cultural orientation program's topics include the following: employment; healthcare; community organizations; workplace; transportation; housing; crime prevention; consumer issues; education; citizenship; welfare reform; government agencies; and finance. This cultural orientation program serves newly arrived refugees and community groups that interact with refugees. A description is provided of various aspects of the program: the orientation for refugees, the training provided to instructors, instructor assessment, and cultural information provided to the community about refugees. (KFT)

ED 442 305

FL 801 380

Sawyer, Pat

ESOL Assessment Action Research Report. ESOL Action Research Assessment Piloting Project, 1999-2000.

Tennessee Univ., Knoxville. Center for Literacy Studies.; Tennessee Dept. of Labor and Workforce Development, Nashville. Office of Adult

Education.

Pub Date—2000-03-02

Note—28p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, *English (Second Language), Evaluation Methods, Federal Programs, *Language Tests, Oral Language, Second Language Instruction, Second Language Learning, *Test Reliability, *Test Validity, Testing

Identifiers—Tennessee

This report was undertaken to help the Tennessee State government comply with federal requirements that all states collect valid, reliable, and uniform data for programs receiving federal funds as English-as-a-Second-Language (ESL) adult education programs. Data must be collected to report learner gains in reading, writing, speaking, and listening, along with additional skills related to work-force assessment. Two assessment instruments were considered: the Oral Basic English Skills Test (BEST) and the CASAS. The Oral BEST is designed for adult ESL learners at the survival and pre-employment skills level. It uses real life materials and tasks to measure performance of basic language competencies. The CASAS is an older test, and is already well-established and accepted as a valid and reliable assessment tool. For reasons provided in detail, it is concluded that the Oral BEST test would be the better choice by the Tennessee state government to use in fulfillment of federal requirements. (Included in this document are various letters, summary sheets, and memoranda expressing opinions about one or both of these assessment tools.) (KFT)

ED 442 306

FL 801 381

Project Based Learning and Assessment: A Resource Manual for Teachers.

Arlington County Public Schools, VA. REEP, Arlington Education and Employment Program.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.

Pub Date—1997-00-00

Contract—VA96-353

Note—84p.

Available from—Virginia Adult Education Resource Centers, Oliver Hall, VCU, 1015 W. Main Street, P.O. Box 842020, Richmond, VA 23284-2020.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Adult Education, Bilingual Education Programs, *Classroom Techniques, *English (Second Language), *Evaluation Methods, Lesson Plans, Limited English Speaking, Second Language Instruction, Second Language Learning, *Student Projects, *Teaching Methods

The idea behind this guide is that assessing student performance through projects not only allows for the observation of affective behaviors and cognitive strategies that affect learning, but also helps to make instruction fully responsive to students' needs. This resource kit was developed to assist teachers in understanding the purpose of project work as a practical and meaningful way of learning and assessing the progress of learning English. The main focus of this kit is to guide teachers in developing projects for learning and assessment of their adult students. The kit includes an introduction, a guide for developing and implementing projects (including background information, project framework, pre-project activities, assessment, and sample projects), abstracts of projects for different levels, and a bibliography. Numerous diagrams, figures, charts, rubrics, checklists, and lesson plans are included. (Contains 28 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 307

FL 801 382

Nash, Andy, Ed.

Civic Participation and Community Action

Sourcebook: A Resource for Adult Educa-

tors.

World Education, Inc., Boston, MA. New En-

gland Literacy Resource Center.

Spons Agency—Lincoln and Therese Filene Foundation, Inc., Boston, MA.

Pub Date—1999-00-00

Note—212p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC09 Plus Postage.

Descriptors—Accountability, *Activism, Adult Education, Bilingual Education Programs, Change Strategies, Citizenship, *English (Second Language), Limited English Speaking, Political Issues, Refugees, Second Language Instruction, Second Language Learning, *Social Action

This guide is a combination of very up-to-date English-as-a-foreign-language (EFL) standards and curricula text and a radical, community organization and action guidebook. The guide's aim is to help people learn English so that they can participate actively in American democracy and to assert their rights and extract a larger share of power and resources from government and society as a whole. The book asserts that one of the primary purposes, historically, of adult education has been to prepare people for participation in a democracy. This might include English and civics lessons for newcomers who wanted citizenship, or literacy for emancipated slaves who faced literacy requirements erected to keep them from voting. In these situations, the vote has represented a powerful symbol of liberation and inclusion. An argument is made for more direct forms of political action and participation than voting. The ultimate aim is to present a range of tools that can help readers examine their own beliefs about community, citizenship, and democracy, to identify and analyze issues that concern them, and build skills and strategies to take informed action—in brief, to become an agent rather than a recipient of change. The book is divided into five sections: "Finding Connections to Communities and Issues"; "Holding Decision-Makers Accountable"; "Building a Community By Helping Others"; "Expressing Ourselves and Educating Others"; and "Organizing for Change." Extensive resources and references, print and Internet, and nine appendices are provided. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 308

FL 801 383

Shewcraft, Dianne F. Witkop, Eileen L.

Do My ESOL Students Have Learning Disabilities? A Practical Manual for ESOL Instructors Concerned about Learning Disabilities and the ESOL Learner.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Community Education and Adult Services.

Pub Date—1998-00-00

Note—78p.; This notebook is a product of Young Adults with Learning Disabilities Project (YALD), Pittsfield Public Schools Adult Learning Center, Hampden County Sheriff's Department and Correctional Center, and the Learning Connection.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Adult Education, Bilingual Education Programs, *Classroom Techniques, *Educational Diagnosis, Educational Legislation, *English (Second Language), Federal Legislation, *Learning Disabilities, Limited English Speaking, Questionnaires, Second Language Instruction, Second Language Learning, Teacher Education

This booklet, conceived, researched, and produced by teachers of English to speakers of other languages (ESOL) practitioners, is designed to help ESOL teachers identify and assess students who may have learning disabilities. Two groups of ESOL learners are the subject of this study: those ESOL adult learners who already have some formal education and are attempting further formal education and knowledge in English, who may also have a learning disability; and the ESOL adult learner seeking the same but has no or very little previous formal education. The book is divided into several sections covering the following topics: the definition of a learning disability, suspecting a learning disability in ESOL learners, approaching the

learner, and classroom strategies. Extensive lists of resources are provided, as well as four appendices including a sample hands-on screening kit, a list of common acronyms pertinent to learning disabilities, a copy of the Americans With Disabilities Act, and a practitioner questionnaire. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 309 FL 801 384

Bank, William J.

Testing ESL Learners' Knowledge of Collocations.

Pub Date—2000-00-00

Note—69p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Applied Linguistics, *English (Second Language), Evaluation Methods, Factor Analysis, *Item Analysis, Language Patterns, Language Proficiency, *Language Research, *Language Tests, Lexicography, Second Language Instruction, Second Language Learning, Speech Communication, Test Items, Testing, Vocabulary

Identifiers—*Lexical Collocation

This study reports on the development, administration, and analysis of a test of collocational knowledge for English-as-a-Second-Language (ESL) learners of a wide range of proficiency levels. Through native speaker item validation and pilot testing, three subtests were developed and administered to 98 ESL learners of low-intermediate to advanced proficiency. Descriptive statistics and reliability estimates for the test administration are calculated, and the characteristics of the test items, subtests, and response modes were examined using traditional item analysis, Item Response Theory, and generalizability theory methods. Two of the three subtests were found to perform well as norm-referenced measures of construct, and areas for further testing and research were pinpointed. Observed collocational knowledge was found to correlate strongly with a measure of general ESL proficiency, while length of residence had negligible predictive power of collocations on test performance. Exploratory factor analysis revealed that collocations items tended to load on different factors from general proficiency items, giving preliminary evidence of construct validity. Extensive references and quantitative data, displayed in various scatter diagrams, bar charts, and other graphics and figures, are also provided. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/KFT)

ED 442 310 FL 801 385

Quann, Steve Satin, Diana

Learning Computers, Speaking English: Cooperative Activities for Learning English and Basic Word Processing.

Report No.—ISBN-0-472-08655-3

Pub Date—2000-00-00

Note—201p.

Available from—The University of Michigan Press, P.O. Box 1104, Ann Arbor, MI 48106-1104; Tel.: 734-764-4392; Fax: 734-936-0456; Internet: <http://www.press.umich.edu/esl/> (\$16.95).

Pub Type—Books (010) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Business Communication, *Computer Assisted Instruction, Educational Technology, *English (Second Language), *Learning Activities, Letters (Correspondence), Second Language Instruction, Second Language Learning, Word Processing

This textbook leads high-beginning and intermediate English-as-a-Second-Language (ESL) students through cooperative computer-based activities that combine language learning with training in basic computer skills and word processing. Each unit concentrates on a basic concept of word processing while also focusing on a grammar topic. Skills are built cumulatively; students begin by learning to use the mouse and will advance to understanding the features of a basic word processing system. Many activities involve a job readiness component; after completing the book, students

will be able to compose business and cover letters on the computer. This book can be used with any computer that has a Windows 95 or higher operating system. Lessons are based on Microsoft WordPad. Teachers working in other PC or Macintosh applications can use this book as a resource and adapt the lessons; information on how to adapt lessons is included. This book may also be purchased with a disk that contains instructional files and allows students to save their work to their own disk. Chapter topics focus on the following: computer basics and commands; about the mouse, desktop, and future tense; the keyboard and gerunds/infinitives; Windows and the past tense; the file menu and the present perfect; the edit menu and comparatives/superlatives; the format menu and the passive; and the help menu and conditionals. A glossary is also included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 311 FL 801 386

The Year in Review: Reports of Research Conducted by Adult Education Practitioners-Researchers in Virginia. Volume 5: 1995-1996.

Virginia Adult Educators Research Network, Dayton.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.: Department of Education, Washington, DC.

Pub Date—1996-00-00

Note—50p.

Available from—Virginia Adult Educators' Research Network, P.O. Box 10, Dayton, VA 22821. Tel: 800-336-6012 (Toll Free).

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Acculturation, Adult Education, *Alternative Assessment, Case Studies, Computer Uses in Education, *English (Second Language), *Learning Disabilities, Limited English Speaking, Second Language Instruction, Second Language Learning, Spanish Speaking, Student Evaluation

Identifiers—353 Project

This report contains four separate articles of interest to adult English-as-a-second-language (ESL) educators. "Learning Disabilities in Adult ESL: Case Studies and Directions" (Dorothy Almanza, Kate Singleton, Lynda Terrill) looks at three case studies of adult ESL students whom teachers have identified as possibly learning disabled. Research has indicated that adult ESL students who do not make progress as expected may benefit from quiet surroundings and tutorials. "Alternative Assessment: Exploring Affective Benchmarks of Progress" (Betty Lynch, Susan Otero, Jennifer Slater, Carol H. Van Duzer) is designed as a follow-up to a previous study, the Alternative Assessment Integrated Research Project. The earlier study identified ways to assess student skills, to determine student perceptions and attitudes about learning and assessment, and to identify student goals and literacy practices. This study continues this work by exploring the benchmarks of affective behavior identified in the first study. "Individual Acculturation and Language Learning" (Vesna Dovic) is a case study of students on the Eastern Shore of Maryland, focusing on their various experiences of adjustment to life in America. A technical discussion of "Spanglish" is included. "Cyber This and Cyber That: Negotiating Computer Learning" (Suzanne Cockley) examines the ways 17 adult educators have learned to use their computers in instruction. Their experiences are examined in light of the Stages of Literacy Development research by O'Donnell and Wood. References, appendices, and data are included in the various papers as appropriate. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 442 312 FL 801 387

Florez, MaryAnn Cunningham

Native Language in the Beginning Adult ESL Classroom: To Use or Not To Use.

Pub Date—2000-00-00

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Classroom Techniques, *English (Second Language), Introductory Courses, *Literacy Education, Second Language Instruction, Second Language Learning, Spanish, Spanish Speaking, Teaching Methods

Identifiers—*Native Language

This very brief paper discusses whether and how to use the learners' native language in the English-as-a-Second-Language (ESL) classroom in the event that the instructor and all the students share the same language (Spanish in this case). The pedagogic disadvantages for ESL learners of being allowed to fall back on the native language are discussed. Several decisions regarding the uses of the learners' native language in class are highlighted. First, it was decided that use of Spanish by the instructor should be limited to classroom community building (exchanges that helped establish trust, congeniality, comfort in taking risks); affective support (discussions of difficulties, fears, confusion, victories); and discussion of fine or abstract points related to language and culture. These are areas that are very important to the language learning process and that beginning level learners often have great interest in or need but have limited linguistic ability to address. On the issue of translating words or phrases, Spanish use was limited to providing context, clues, or prompts rather than direct translations. Next, regular observation and evaluation of Spanish use in the classroom was undertaken, leading to regular revision as the learners' English knowledge increased. Finally, the instructor talked directly to the learners about the use of Spanish in the class. It is concluded that this policy resulted in mostly positive experiences for the learners and the instructor. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

HE

ED 442 313 HE 032 725

Vanandruel, Colette Lestrade, Sophie

Financing Education: Thematic Bibliography.

EURYDICE European Unit, Brussels (Belgium).

Spons Agency—European Commission, Brussels (Belgium).

Report No.—D/1999/4008/3; ISBN-2-87116-279-4

Pub Date—1999-00-00

Note—34p.; Available in both English and French. For related EURYDICE documents, see HE 032 726-727.

Available from—EURYDICE, European Unit, Rue d'Arlon 15, B-1050, Brussels, Belgium. Tel: 32-2-238-30-11; Fax: 32-2-230-65-62; e-mail: eurydice.uee@euromet.be; Web site: <http://www.eurydice.org>.

Language—English, French, German

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Bibliographies, Educational Administration, *Educational Finance, Educational Policy, Foreign Countries, Higher Education, Student Financial Aid

Identifiers—*Europe, *EURYDICE

The third publication of this thematic bibliography lists some of the publications on the financing of education included in the archives of EURYDICE's (Education Information Network in the European Community's) European Unit, and is intended to accompany "Key Topics in Education, Volume 1" (June 1999) which covers financial support for students in higher education in Europe, and Volume 2 (early 2000) which covers the financing of schools. Only documents published since 1990 are included. Documents are classified by the following categories: economics of education; financing higher education; financial assistance; management and administration; statistics; and official documents on education published by national authorities,

arranged by country and category where applicable. Within each category, documents are presented chronologically by year of publication. Some titles are in French or German. Each entry includes the title; place and date of publication; publisher; number of pages; the International Standard Book Number (ISBN); descriptors (which follow the European Education Thesaurus); and a brief abstract. (CH)

ED 442 314 HE 032 726

Godenir, Anne Delhaxhe, Arlette Deutsch, Laurent
Key Topics in Education, Volume I. Financial Support for Students in Higher Education in Europe: Trends and Debates.

EURYDICE European Unit, Brussels (Belgium).
 Spons Agency—European Commission, Brussels (Belgium).

Report No.—ISBN-92-828-5163-X

Pub Date—1999-00-00

Note—294p.; Available in both English and French. For related EURYDICE documents, see HE 032 725-727.

Available from—EURYDICE, European Unit, Rue d'Arlon 15, B-1050, Brussels, Belgium. (EUR 25, excluding VAT, Luxembourg). Tel: 32-2-238-30-11; Fax: 32-2-230-65-62; e-mail: eurydice.uec@europa.be; Web site: http://www.eurydice.org.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Comparative Education, Educational Assessment, Educational Change, Educational Economics, Educational Planning, *Educational Policy, Foreign Countries, Higher Education, *International Education, International Organizations, *National Programs, National Surveys, Outcomes of Education, Partnerships in Education, Program Effectiveness, Program Evaluation, *Public Policy, *Resource Allocation, Role of Education, *Student Financial Aid

Identifiers—*Europe, EURYDICE

This volume is the first in a new series of comparative studies carried out by EURYDICE (Education Information Network in the European Community) and is intended to provide in-depth analyses of specific issues of major interest for political decision-makers and educational cooperation at the European level. The volume is organized into three sections. A general introduction with three sections describes the definition and scope of the study, its contextual elements, and a discussion of public resources devoted to student support. Part 1 describes present systems of student financial support and its chapters are: (1) "Registration and Tuition Fees"; (2) "Grants and Loans"; (3) "Cash Benefits Available to Families with Student Children"; (4) "Other Social Benefits"; (5) "Support for Study Abroad"; (6) "Support for Foreign Students"; and (7) "Models of Financial Support." Three chapters in part 2, "Contextual Analysis," include: (1) "How Support Systems Have Developed"; (2) "The Basis of Systems and Factors Underlying Changes to Them"; and (3) "Recent Debate and Current Prospects." A glossary, definitions of statistical tools, and tables that summarize country by country chronologies of reforms, aims, and context are also included. Appended are lists of EURYDICE network members and national experts. (CH)

ED 442 315 HE 032 727

Organization of Higher Education Structures in Europe (1998-99). EURYDICE Focus.

EURYDICE European Unit, Brussels (Belgium).
 Spons Agency—European Commission, Brussels (Belgium).

Report No.—D/1999/4008/11; ISBN-2-87116-287-5

Pub Date—1999-00-00

Note—89p.; Available in English, French, and German. For related EURYDICE documents, see HE 032 725-726.

Available from—EURYDICE, European Unit, Rue d'Arlon 15, B-1050, Brussels, Belgium. Tel: 32-2-238-30-11; Fax: 32-2-230-65-62; e-mail: eurydice.uec@europa.be; Web site: http://

/www.eurydice.org.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Admission (School), Comparative Education, *Educational Opportunities, *Educational Policy, Foreign Countries, Higher Education, *Institutional Characteristics, *International Education, International Organizations, *National Programs, National Surveys, Peer Institutions, *Resource Allocation, Role of Education

Identifiers—Cyprus, Europe (Central), Europe (East), European Union, *EURYDICE, Iceland, Liechtenstein, Norway

This publication is the first in a new series which aims to illuminate particular aspects of European education systems. This document is devoted to basic information on the structures and organization of higher education in all countries taking part in "Socrates," the EURYDICE (Education Information Network in the European Community) action program in education. Fifteen countries in the European Union, plus Iceland, Liechtenstein, and Norway, as well as 10 central and eastern European countries and Cyprus, participate in this program. Diagrammatic information for each country illustrates the duration of courses by discipline, existence (or nonexistence) of selection at the point of entry, names of institutions, and the degrees and other qualifications awarded, as well as noting opportunity for specialized study after obtaining first qualification. Before the pages of diagrams, an introductory section summarizes the main points of comparison, noting especially higher education structure, duration of studies (2 to 6 years) and opportunities for part-time study. Appended is a short bibliography of published and forthcoming studies, as well as a list of countries comprising the EURYDICE network. (CH)

ED 442 316 HE 032 864

FAFSA on the Web Toolkit.

Office of Student Financial Assistance (ED), Washington, DC.

Pub Date—1999-10-00

Note—34p.; CD-ROM, 11 x 17 posters, and Post-It notes are not available from ERIC.

Available from—U.S. Department of Education, Office of Student Financial Assistance, Washington, DC 20202. Tel: 800-433-3243 (Toll-Free).

Pub Type—Guides - Non-Classroom (055) — Computer Programs (101)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Applicants, Educational Finance, *Federal Aid, Financial Aid Applicants, Higher Education, Paying for College, *Student Financial Aid, *World Wide Web

Identifiers—*Free Application for Federal Student Aid

The online version of the Free Application for Federal Student Aid (FAFSA) allows students to apply for federal financial aid using the Internet. In many cases, FAFSA on the Web may be used to apply for financial aid from other sources, such as states or schools. Data are secured, so sending an application through the Internet is as safe as mailing a paper form. The program edits answers automatically, and no application fee is required. This packet includes a cover letter and a laminated card with tips for using FAFSA on the Web (what to do before beginning the application process, frequently asked questions, tips for completing the form, and things not to do when filling out the form). The packet also offers a how-to flyer, a brochure entitled "Funding Your Education," two posters advertising FAFSA on the Web, a trifold brochure explaining the process, Post-It notes, and an instructional CD-ROM. (SM)

ED 442 317 HE 032 887

Hum, Derek

Tenure and Pay Structures in Canadian Universities. Research Monographs in Higher Education, Number 4.

Manitoba Univ., Winnipeg, Centre for Higher Ed-

ucation Research and Development.

Report No.—ISBN-1-896732-20-8

Pub Date—1998-00-00

Note—95p.

Available from—Centre for Higher Education Research and Development, University of Manitoba, 220 Sinnott Building, 70 Dysart Road, Winnipeg, MB, Canada R3T 2N2.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Ladders, College Faculty, Foreign Countries, Higher Education, Incentives, Institutional Administration, Personnel Selection, Promotion (Occupational), Student Motivation, Teacher Employment Benefits, *Teacher Salaries, *Tenure, Tenured Faculty, Unions

Identifiers—*Canada, Germany

This monograph examines tenure and pay structures in Canadian universities, focusing on hiring, tenure, promotion, salaries, and termination; and examining the employment relationship from both economic and managerial perspectives. After briefly reviewing the concept of tenure, the discussion moves to career hierarchies and pay structures, including career ladders (hiring, tenure, and promotion), and wage structures (underpayment and overpayment of professors), which are examined from an employment contract perspective. The next sections focus on unique features of tenure (e.g., why so many candidates are hired for a single competitive tenure position or why those denied tenure must be asked to leave) and propose several alternative routes to tenure. Other topics considered are whether standards differ for universities with a more egalitarian philosophy, and the rationale for tenure as a way of protecting faculty. A brief section looks outside the Canadian system to examine the German system of hiring professors. Other sections of the monograph discuss incentive structures and their design, particularly the tension between research and teaching, and the profound influence that tenure has on collective bargaining between faculty associations or unions and university administration. The final chapters offer suggestions for reform and discuss some of the implications. (Contains 56 references.) (SM)

ED 442 318 HE 032 888

Davies, Kimberly, S. Besemer, Susan P.

The Tower Lounge Alternative: A Library's Effort To Confront Student Drinking by Offering Extended Library Hours and Special Cultural Programming.

Pub Date—1999-00-00

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, College Libraries, College Students, Higher Education, Library Role, Program Evaluation, *Recreational Activities, Student Behavior

Identifiers—*Binge Drinking, *Extended Campus Library Services, State University of New York Coll at Fredonia

The need to provide out-of-class options to students and to deal with student drinking led librarians at the State University of New York College at Fredonia to propose expanding library hours and implementing a cultural program series on Friday evenings. The project's goals were to foster support for academic programs and to offer students an alternative to spending Friday evenings binge drinking. Seven cultural programs, on topics ranging from gender issues in contemporary society to a discussion about summer research on asteroids at NASA in Houston, were offered. The extended hours were maintained on a pilot basis for 8 weeks. Program attendance and library usage were established as criterion measures, and data were collected using a people counter at the library's entrance and tally sheets at the reference and circulation desks. Evaluation forms were prepared for the cultural programs and distributed at the end of each program. Results revealed that all performance criteria except number of reference questions asked were met or exceeded. The programs were well-attended, and evaluations were consistently high. Comments on evaluation forms asked that the cul-

tural programming be continued and that extended hours be offered on Saturdays and during the week as well as on Friday evenings. Evaluation and attendance data are appended. (SM)

ED 442 319 HE 032 889
University of Rhode Island Fact Book, 1997-98.

Rhode Island Univ., Kingston.
Pub Date—1998-03-00
Note—77p.; For the 1998-99 Fact Book, see HE 032 890.

Available from—Rhode Island University, Office of Institutional Research, Carlotti Administrative Building, 75 Lower College Road, Room 121, Kingston, RI. Tel: 401-874-4443; e-mail: oir@uriacc.uri.edu.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC04 Plus Postage.
Descriptors—*College Admission, *College Faculty, *Degrees (Academic), *Educational Facilities, *Educational Finance, *Enrollment Trends, Foreign Students, Graduate Study, Higher Education, Tables (Data), Tenured Faculty, Tuition

Identifiers—University of Rhode Island

This 10th edition of the University of Rhode Island Fact Book is part of a continuing effort to record and provide pertinent information about the university to its community. The Fact Book provides answers to frequently asked questions about the university and presents an historical perspective by including data that describe the university for the 10-year period 1987-97. The seven chapters provide data on: (1) enrollment, including undergraduate/graduate enrollment by tuition status, gender, and campus; multicultural and international enrollments, and undergraduate majors; (2) admissions, including total, in-state, and out-of-state freshmen acceptances, transfer students, and high school class rank; (3) degrees, including degrees conferred by college, level, and gender; (4) faculty, including tenure track faculty by college and gender, faculty by tenure status, rank, and gender, and average faculty salary by rank; (5) tuition and fees, including tuition and mandatory fees 1997-98, full-time student expenses, trends in undergraduate student charges; (6) finance, including combined revenues, statement of revenues and expenditures, state appropriation history, and endowment funds; and (7) facilities, including facilities at Kingston campus, university library statistics, and undergraduate housing. (SM)

ED 442 320 HE 032 890
University of Rhode Island Fact Book, 1998-99.

Rhode Island Univ., Kingston.
Pub Date—1999-06-00
Note—77p.; For the 1997-98 Fact Book, see HE 032 889.

Available from—Rhode Island University, Office of Strategic Planning and Institutional Research, Carlotti Administrative Building, 75 Lower College Road, Room 114, Kingston, RI. Tel: 401-874-4443; e-mail: oir@uriacc.uri.edu.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*College Admission, *College Faculty, *Degrees (Academic), *Educational Facilities, *Educational Finance, *Enrollment Trends, Foreign Students, Graduate Study, Higher Education, Tables (Data), Tenured Faculty, Tuition

Identifiers—University of Rhode Island

This 11th edition of the University of Rhode Island Fact Book is part of a continuing effort to record and provide pertinent information about the university to its community. The Fact Book provides answers to frequently asked questions about the university and presents an historical perspective by including data that describe the university for the 10-year period 1988-98. The seven chapters provide data on: (1) enrollment, including undergraduate/graduate enrollment by tuition status, gender, and campus; multicultural and international enrollments, and undergraduate majors; (2) admissions, including total, in-state, and out-of-state freshmen acceptances, transfer students, and high

school class rank; (3) degrees, including degrees conferred by college, level, and gender; (4) faculty, including tenure track faculty by college and gender, faculty by tenure status, rank, and gender, and average faculty salary by rank; (5) tuition and fees, including tuition and mandatory fees 1998-99, full-time student expenses, trends in undergraduate student charges; (6) finance, including combined revenues, statement of revenues and expenditures, state appropriation history, and endowment funds; and (7) facilities, including facilities at Kingston campus, university library statistics, and undergraduate housing. (SM)

ED 442 321 HE 032 891
Edinboro University of Pennsylvania. Fact Book, 1998-1999.

Edinboro Univ. of Pennsylvania.

Pub Date—1999-00-00

Note—120p.

Available from—Edinboro University of Pennsylvania, University Planning, Institutional Research, and Continuous Improvement, Reeder Hall, Lower Level, Edinboro, PA 16444. Tel: 814-732-2656; Fax: 814-732-2956; e-mail: rsweet@edinboro.edu; Web site: http://www.edinboro.edu.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Alumni, *College Faculty, College Students, *Degrees (Academic), Educational Facilities, *Educational Finance, *Enrollment Trends, Full Time Faculty, Graduate Students, Higher Education, In State Students, Part Time Faculty, Student Characteristics, Tables (Data), Tenured Faculty, Tuition

Identifiers—*Edinboro University of Pennsylvania

This fact book provides information about the Edinboro University of Pennsylvania's academic and administrative operations. Information was compiled using a variety of documented sources from July 1998-March 1999. All data are based on fall 1998 enrollment unless otherwise noted. The 16 sections of the report include: (1) an introduction; (2) a brief overview, including the mission, academic calendar, location, facilities, accreditation status, and articulation agreement; (3) comparative information about other colleges and universities in the Pennsylvania state system; (4) Edinboro graduate and undergraduate student enrollment data by level, status, and gender; (5) historical student enrollment data, 1987-1999; (6) undergraduate and graduate enrollment by student residency, level, and status; (7) historical enrollment by residency, 1986-1998; (8) enrollment data by student department, program, and status; (9) historical enrollment data by department, program, and status, 1989-1998; (10) degrees awarded by student level, school, department, and student program, 1991-98; (11) employee profile (full- and part-time employees by group, ethnicity, tenure status, rank, and gender); (12) historical employee profile (full-time employees by group, ethnicity, and gender, 1990-98; faculty headcount by department 1988-98); (13) financial data (undergraduate/graduate tuition and fees); (14) university resources (facilities inventory, technology and communication resources); (15) alumni data; and (16) a glossary. (SM)

ED 442 322 HE 032 892
Trends in Enrollment by Race and Gender: Maryland Higher Education Institutions.

Maryland State Higher Education Commission, Annapolis.

Pub Date—2000-03-00

Note—287p.

Available from—Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC12 Plus Postage.

Descriptors—American Indians, Asian American Students, Black Students, College Students, Community Colleges, *Enrollment Trends, Foreign Students, Full Time Students, Graduate Students, Higher Education, Hispanic American Students, Part Time Students, Private Col-

leges, *Racial Differences, *Sex Differences, State Universities, Tables (Data), Two Year Colleges

Identifiers—African Americans, American Indian Students, *Maryland, Native Americans

This publication presents enrollment trend data by race and gender in Maryland's institutions of higher education for the years 1990-99. Data tables are grouped by community colleges, four-year public institutions, and independent colleges and universities. For each institution, data is provided for the number of African American, Native American, Asian American, Hispanic American, White, foreign, and other race students, and by gender, for full- and part-time undergraduate, total undergraduate, full- and part-time graduate/professional, total graduate/professional, and all students. (SM)

ED 442 323 HE 032 895

Connections: Adult Learners and the Evolving University. Proceedings of the Annual Alliance/ACE Conference (19th, Saratoga Springs, New York, October 21-23, 1999).

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date—1999-10-00

Note—226p.

Available from—Empire State College, State University of New York, One Union Avenue, Saratoga Springs, NY 12866-4390. Web site: http://www.esc.edu.

Pub Type—Collected Works - Proceedings (021)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, Acceleration (Education), *Adult Learning, *Adult Students, Certification, Computer Uses in Education, Cooperative Learning, Cultural Influences, Disabilities, *Distance Education, Diversity (Student), *Educational Technology, Ethics, Foreign Countries, Graduate Study, Health Personnel, Higher Education, Integrated Curriculum, Journal Writing, Learning Processes, Mentors, Multicultural Education, Nontraditional Students, Student Attitudes, Student Motivation, Teaching Methods, Transformative Learning, World Wide Web

Identifiers—Australia, Learning Communities

This collection of 38 papers has as its focus adult learners, and covers a wide range of topics including: electronic peer networks; workplace training (in Australia); health professional accreditation; students with disabilities; vertically integrated courses; balancing instructional modes through journal writing and student collaboration; on-line communities for distance learning; building technology skills in adult learners; distance learning opportunities and challenges; barriers to adult undergraduate education; "learners" and the learning process; strategies for evaluating on-line materials; educational persistence among nontraditional graduate students; Web-based distance learning graduate programs; graduate education; integrating multidimensional research and multimedia for conventional and nonconventional students; working with virtual students; ethical issues in academic mentoring; academic discourse and culture-centered context; quality citations and imposter sites; citizens forums; teaching with technology; adult learning and motivation in accelerated courses; instruction for culturally diverse students; quality learning and instruction in hyperspace; on-line orientation for new faculty; and student and faculty learning experiences with Web courses. (Most papers include references.) (CH)

ED 442 324 HE 032 896

Price, Robert V.

PSI Revisited: Designing College Courses Using the Personalized System of Instruction (PSI) Model.

Pub Date—2000-00-00

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Computer Science Education, Computer Uses in Education, Curriculum, Feedback, Higher Education, Individualized Instruction, *Learning Modules, Learning Strategies, Lecture Method, *Mastery Learn-

ing, Pacing, Proctoring, Student Evaluation, *Student Participation, Teaching Methods, Technology Education, Units of Study
Identifiers—*Personalized System of Instruction, Texas Tech University

This paper describes the personalized system of instruction (PSI), a teaching method based on a high student involvement in the learning process, immediate feedback, mastery learning, and careful planning and instructional design of the course content. With PSI, students proceed through the course at their own pace and are required to demonstrate mastery of each component before proceeding to the next; teaching materials are largely text-based; proctors provide tutorial support; and lectures and demonstrations are intended to motivate students rather than deliver course content. PSI is deemed especially useful in courses where content is primarily skill development or cognitive information and for courses with large enrollments and limited resources. This paper describes use of the PSI method in a computing course at Texas Tech University. Reported difficulties include: procrastination; difficulty in recruiting proctors; cheating on tests; organizing the course so that the modules are well-articulated and based on a logical hierarchy; complaints that learning small isolated bits of information inhibited synthesis of information; appropriateness of the PSI model for the course; a greater-than-normal instructor time commitment; changed teaching role; keeping module materials current; and varied student learning styles. (Contains 11 references.) (CH)

ED 442 325 HE 032 897

Ochse, Roger Ed.

Research and Scholarly Work Symposium, 1996-1997.

Black Hills State Univ., Spearfish, SD.

Pub Date—1998-04-00

Note—121p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Athletics, Case Method (Teaching Technique), *Classroom Techniques, College Students, Communication (Thought Transfer), Computer Uses in Education, Critical Thinking, Cultural Influences, Educational Change, *Educational Technology, Elementary Secondary Education, Foreign Countries, Geography Instruction, Higher Education, Interdisciplinary Approach, Internet, Letters (Correspondence), Middle School Teachers, Older Adults, Preservice Teacher Education, Research Papers (Students), Science Education, Student Teacher Attitudes, Student Teachers, Teaching Methods, Travel, Values

Identifiers—Australia, Collaborative Research, Environmental Attitudes, Reflective Writing, Word Retrieval

This collection of papers for both the 1996 and 1997 Research and Scholarly Work Symposium includes: "Tip-of-the-Tongue Phenomenon in Older Adults" (Cheryl Anagnostopoulos and Robert Johnson); "Beyond Being a Tool: Using Computer Technology in Secondary Schools to Create Meaning via Nonlinear Forms of Communication" (Mary-Ann Pomerleau); "Personal Values and Environmental Attitudes Effect on Pleasure Trip Preferences" (Claudia Jurowski and Gordon Walker); "Class Letters and the Pedagogy of Disclosure" (Roger Ochse); "Geographical Education: A Curriculum Analysis" (Roger P. Miller); "Using Hypercard to Create Classroom Management Case" (Roger Wolff and Perry Passaro); "Effects of an Explicit Reflective Writing Strategy on Students' Concept Development and Attitudes Toward Science" (Derrick R. Lavoie); "Sports in Australia: A Reflection of Culture" (Roger Miller); "2+2=5: Using Critical Thinking to Transform Individual Term Papers into Collaborative Research Projects" (Roger Ochse); "From Plato to Cyberspace: An Introductory Interdisciplinary Internet Course" (William J. Bogard); and "Middle Level Teacher Beliefs and Middle Level Reform" (Sande Schamber). (All papers contain references.) (SM)

ED 442 326 HE 032 898

Roha, Thomas Arden

State University-Related Foundations and the Issue of Independence. AGB Occasional Paper No. 39.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—2000-01-00

Note—13p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036. Web site: <http://www.agb.org> (\$5.95 members; \$9.95 nonmembers).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, Donors, *Educational Finance, Higher Education, Legislation, Nonprofit Organizations, *Philanthropic Foundations, Private Financial Support, *State Colleges, *State Universities

This paper examines eight key cases over the past two decades that have affected the way foundations raise funds to help state colleges and universities with which they are affiliated, and thereby risk losing their legal status as independent entities. Sections of the paper review three cases in which foundations were ruled public entities; three cases in which foundations were found to be independent; and two hybrid rulings that provide additional insights. The paper also offers seven "touchstones" to help insulate an affiliated foundation from legal challenges to its privacy and independence. They include: (1) having an independent board of trustees; (2) not accepting rent-free space; (3) carefully spelling out arrangements for using university personnel; (4) retaining outside legal counsel; (5) avoiding suspicion of wrongdoing and if challenged voluntarily releasing all pertinent information; (6) routinely releasing all information about public funds; and (7) having written agreements that set forth the terms of the foundation's working relationship with the university and affirming its independence. A table summarizes the eight cases. (SM)

ED 442 327 HE 032 899

Moore, Anne H.

Public Policy Influences on Public College and University Foundations. Occasional.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Report No.—AGB-OP-40

Pub Date—2000-01-00

Note—14p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington DC 20036 (\$5.95, members; \$9.95, non-members). Tel: 202-296-8400; Web site: <http://www.agb.org>.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, *College Governing Councils, Compliance (Legal), Educational Equity (Finance), Educational Finance, *Governance, Higher Education, Institutional Administration, Laws, Legal Responsibility, Legislation, *Nonprofit Organizations, *Policy Formation, *Private Financial Support, Public Colleges, Public Education, *Public Policy, School Support, State Universities, Trustees

Identifiers—Association of Governing Boards of Univs and Colls

This paper reviews public policy concerns that affect college and university foundations. Such foundations, originally designed to provide a margin of excellence for their host institutions, have today evolved into aggressive fund raisers that support day-to-day operations. The document reviews some of the historical context (cuts in state appropriations, decentralization of federal educational policy) in which these changes are taking place, reviews recent relevant legal, regulatory, and legislative actions, and offers guidelines to foundation boards on how to stay out of trouble. The paper notes that recent public policy affecting university-related foundations points in the direction of greater public disclosure of foundation records. (CH)

ED 442 328 HE 032 900

Papanastasiou, Elena C.

A Comparative Study of the Factors That Have Influenced Students at the Pennsylvania State University and at the University of Cyprus To Major in Elementary Education.

Pub Date—1996-00-00

Note—50p.; Baccalaureate in Elementary Education Thesis, Pennsylvania State University.

Pub Type—Dissertations/Theses (040) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, *Education Majors, *Elementary Education, Foreign Countries, Higher Education, *Preservice Teacher Education, Questionnaires, Statistical Analysis, Student Attitudes, Student Characteristics, Student Motivation, Student Surveys, *Teacher Education

Identifiers—*Pennsylvania State University, *University of Cyprus

This study sought to identify factors that motivated students at Pennsylvania State University and the University of Cyprus to major in elementary education and to compare the high school scholastic ability of these two groups of students. Questionnaires were completed by 157 randomly selected male and female Pennsylvania State University and 176 University of Cyprus students. Students were asked 22 questions that measured intrinsic factors related to why they had chosen to major in elementary education; four questions asked for demographic information. Statistical analysis of the data revealed major differences between the two groups of students. American students were more influenced by intrinsic factors such as love of teaching and love of students, while University of Cyprus students were more influenced by extrinsic factors such as guaranteed teaching positions, salary, and fringe benefits. There was also a clear difference in grade point average, with the Cypriot students scoring higher than the American students; this difference was consistent with the higher admissions standards in Cyprus. Copies of the questionnaire (in English and in Greek) are appended. (Contains 23 references.) (CH)

ED 442 329 HE 032 901

DeJong, William Davidson, Laurie

Building Long-Term Support for Alcohol and Other Drug Prevention Programs.

Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-00-00

Contract—SS9-30-25-001, ED-99-CO-0094

Note—17p.; First published in 1995 as "Institutionalizing Alcohol and Other Drug Prevention Programs."

Available from—Higher Education Center for Alcohol and Other Drug Prevention, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02458-1060. Tel: 800-676-1730 (Toll Free); fax: 617-928-1537; e-mail: HigherEdCtr@edc.org; Web site: <http://www.edc.org/hecl/>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Education, *Community Resources, Drug Abuse, *Drug Education, Educational Economics, Educational Finance, Financial Problems, *Fund Raising, *Grantsmanship, Health Education, Higher Education, Institutional Environment, Institutional Role, Program Proposals, Proposal Writing, Resources, *School Community Relationship, School Policy, State Federal Aid

This publication describes actions and basic principles that campus-based alcohol and other drug (AOD) prevention coordinators can take to develop long-term administrative and financial support for campus AOD programs. The first section covers types of prevention programs that increase the probability of success. These programs include: campus-wide collaboration that involves athletics, health services, student activities, residence life, and campus security; strong administrative commitment; an established long-range plan; objec-

tives tied to the institution's mission; networking outside the college community; building on institutional capacity by training faculty, staff, and students able to continue such activities without additional funding; program accountability; and strategic use of public relations. The second section of the publication suggests ways to identify alternative sources of funding and offers suggestions for grant-writing. Advice on preparing a funding request, on seeking support from the alcohol industry, and on approaching foundations is included. Sources of state and federal prevention funding are listed, as well as a list of additional resources. (CH)

ED 442 330 HE 032 902
NSLDS Training Workshop: Participant's Guide.

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2000-03-00

Note—125p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Databases, *Federal Aid, *Federal Programs, Financial Aid Applicants, Higher Education, Need Analysis (Student Financial Aid), *Student Financial Aid, *Student Financial Aid Officers, *Student Loan Programs, Workshops, World Wide Web

Identifiers—*National Student Loan Data System

These training materials were designed to be used by participants at a National Student Loan Data System (NSLDS) workshop which explains how to use the NSLDS Web site. Following an overview, the guide is organized into four sessions: (1) students' access and use of the NSLDS Web site; (2) navigating the financial aid professional Web site; (3) reporting data (data providers and types and timing of data sent to NSLDS); and (4) resolving conflicts (case studies on loan issues, social security number and date of birth issues, and other issues). A wrap-up session, including questions and comments, evaluation of the workshop, and answer keys for sessions 3 and 4 complete the guide. A Training Satisfaction Survey sheet is included. (CH)

ED 442 331 HE 032 903
Trends in Degrees and Certificates by Program: Maryland Higher Education Institutions.

Maryland State Higher Education Commission, Annapolis.

Report No.—MHEC-2000-RES-3

Pub Date—2000-04-00

Note—205p.

Available from—Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, College Graduates, Community Colleges, *Degrees (Academic), Doctoral Degrees, Higher Education, Majors (Students), Masters Degrees, Private Colleges, Public Colleges, State Universities, Tables (Data), *Trend Analysis

Identifiers—*Maryland

These tables provide data on degrees granted for the period 1986-1999 for all Maryland higher education institutions, both public and private. Data for community colleges is organized by institution, by program, and by level (lower division certificate or associate degree), and for all institutions. Data for four-year institutions is grouped by public institution and independent college and university, by program, and by level (certificate, associate, bachelors, masters, doctoral, first-professional). (CH)

ED 442 332 HE 032 904
Fincher, Cameron

The Purposes and Functions of Policy: Plans, Programs, and Decisions.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date—1999-00-00

Note—35p.

Available from—University of Georgia, Institute of Higher Education, 212 Meigs Hall, Athens,

GA 30602-1772. Tel: 706-542-3464.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, Agenda Setting, *Decision Making, Governance, Heuristics, Higher Education, *Institutional Role, Management Information Systems, Models, Organizational Objectives, *Participative Decision Making, *Policy, Policy Analysis, *Policy Formation, Strategic Planning

This document consists of two monographs, first published in 1973 and 1975, which examine the purpose and functions of institutional policy in dealing with the problems and issues affecting higher education. Their focus is conceptual, and the discussion looks to the philosophical, historical, and sociocultural underpinnings of institutional policy. The first monograph examines public policymaking process as it relates to administration, legislation, ideology, and theory, and also with policy functions and issues, examining planning, decision-making, and programs as functions of policy. The second monograph examines technological change, such as systems analysis, operations research, and management science, and its effect on policy. Two models for reconciling the basic conflict between technology and public policy are offered. The first is a six-step synoptic model for general problem solving; the second heuristic model for political decision making is a group process in which the center of the model is the target for participants in the decision-making process and the action is an interchange rather than a sequential process. The paper concludes that while either model can be effective under some circumstances, the magnitude and complexity of problems to be solved require the complementary features of both models. (Contains 9 endnotes and 39 references.) (CH)

ED 442 333 HE 032 905

Fincher, Cameron

Social Justice, the Public Interest and the Scholastic Aptitude Test (SAT).

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date—1999-11-02

Note—16p.; Originally published in Anton J. M. Luijten, Ed., "Issues in Public Examinations: Proceedings of the 1990 IAEA [International Association for Educational Assessment] Conference," Utrecht, Uitgeverij Lemma B.V., Netherlands, 1991.

Available from—University of Georgia, Institute of Higher Education, 212 Meigs Hall, Athens, GA 30602-1772. Tel: 706-542-3464.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Accountability, Educational Discrimination, *Educational Equity (Finance), *Educational Policy, Equal Education, Evaluation Criteria, Excellence in Education, Higher Education, Nondiscriminatory Education, *Outcomes of Education, Public Opinion, *Public Policy, Social Discrimination, *Standardized Tests

Identifiers—*Scholastic Assessment Tests

This monograph examines use of standardized tests in higher education, particularly the Scholastic Assessment Tests (SAT), as an issue of social justice and the public interest and in the context of national concerns over access, equity, and demands for accountability. The paper notes public interest in access and equity beginning with 1930s concepts of "democratic arithmetic," to the World War II era Servicemen's Readjustment Act of 1944, and then the National Defense Education Act of 1958. In the postwar years, public interest focused on excellence in education and the concept of testing student aptitudes and abilities. In the late 1960s, concerns with social justice became paramount, and public expectations moved from concepts of equal educational opportunities, to expectations of equal educational outcomes, to fairness in educational access and societal benefits. Since the 1980s, interest has focused on assessment of educational outcomes, and critics have argued against the SAT as an assessment measure. The paper holds, however, that in addition to its usefulness as a general measure of intellectual/academic competence, the SAT has

many uses in academic decision making. But more importantly, the debate about the validity and usefulness of the SAT has contributed substantially to the clarification of public policies concerning access and equity. (Contains 17 references.) (CH)

ED 442 334 HE 032 906

Lacey, Candace H. Saleh, Amany Gorman, Reita

Teaching Nine to Five: A Study of the Teaching Styles of Male and Female Professors.

Pub Date—1998-10-11

Note—19p.; Paper presented at the Annual Women in Educational Leadership Conference (Lincoln, Nebraska, October 11-12, 1998).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, Classroom Environment, College Faculty, Females, Higher Education, Males, Personality Studies, *Sex Differences, Teacher Behavior, Teacher Evaluation, Teacher Orientation, *Teacher Student Relationship, *Teachers, Teaching Methods, *Teaching Styles, *Women Faculty

This paper examines the relationship between teaching style and gender. Faculty at the school of education in a mid-Southern university were asked to complete the Van Tilburg/Heimlich Teaching Beliefs Scale and a demographic profile. The response rate was 57 percent, with 47 percent of the replies from male teachers and 53 percent from female teachers. Data analysis grouped respondents as: providers (low inclusion, high sensitivity, structured activities); facilitators (high inclusion, low sensitivity, subject-centered); experts (low inclusion, low sensitivity, subject-centered); enablers (high inclusion, high sensitivity, varied teaching practices); or neutral. The study found that 78 percent of all respondents preferred either the provider or enabler style; however, 53 percent of females preferred teaching-learning decisions constructed by learners, and 65 percent of males used teaching styles that do not allow participants to freely share ideas. Male teachers were found to be more dominant and exacting in their teaching style, while female teachers tended to be more informal and open toward students. The study concluded that the central differences in teaching styles resided in issues of inclusion and control. (Contains 27 references.) (CH)

ED 442 335 HE 032 907

Knepper, Paula R.

Beginning Postsecondary Students Longitudinal Study First Follow-Up: BPS:96/98. Public Access Data Analysis System (DAS). [CD-ROM].

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-2000-155

Pub Date—2000-04-00

Note—0p.; Cover title varies.

Available from—Web site: <http://nces.ed.gov> (free).

Pub Type—Computer Programs (101) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Bachelors Degrees, College Faculty, College Graduates, College Students, *Data, Degrees (Academic), Doctoral Degrees, Graduate Study, Higher Education, *Longitudinal Studies, *Statistics, Tables (Data), Undergraduate Students

Identifiers—*National Center for Education Statistics

This CD-ROM computer disc contains a separate data analysis system for the following National Center for Education Statistics studies: 1996 Beginning Postsecondary Students First Follow-Up (BPS:96/98); 1990 Beginning Postsecondary Students Second Follow-Up (BPS:90/94); Baccalaureate and Beyond Second Follow-Up (B&B:93/97); Undergraduate Students (NPSAS:96); Graduate and First-Professional Students (NPSAS:96); Undergraduate Students (NPSAS:93); Graduate and First-Professional Students (NPSAS:93); Undergraduate Students (NPSAS:90); Graduate/First Professionals (NPSAS:90); Undergraduate Students (NPSAS:87); Graduate and First-Profes-

sional Students (NPSAS:87); High School & Beyond: Sophomores, 1980-1992; High School & Beyond: Seniors, 1980-86; National Education Longitudinal Study: 1988/94; National Longitudinal Study of the High School Class of 1972; National Household Education Survey of 1995 Adult Education; National Study of Postsecondary Faculty, 1993; and National Survey of Postsecondary Faculty: 1987-88. Installation instructions are noted on the CD-ROM disc label. (CH)

ED 442 336 HE 032 908
Gill, Brian P.

The Governance of the City University of New York: A System at Odds with Itself.
Rand Corp., Santa Monica, CA.

Spons Agency—New York City Office of the Mayor, NY; William and Flora Hewlett Foundation, Palo Alto, CA.; J. M. Kaplan Fund, New York, NY.; John M. Olin Foundation, Inc., Alton, IL.; David and Lucile Packard Foundation, Los Altos, CA.

Report No.—ISBN-0-8330-2822-7
Pub Date—2000-00-00

Note—76p.; Research also conducted by the Council for Aid to Education under contract to the Mayor's Task Force on the City University of New York. Additional funding was provided by the Achelis Foundation, the Bodman Foundation and the Starr Foundation.

Available from—RAND Distribution Services, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138. Tel: 310-451-7002; Fax: 310-451-6915; e-mail: order@rand.org.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Organization, Administrator Responsibility, *College Governing Councils, *Governance, Governing Boards, *Government School Relationship, Higher Education, Institutional Autonomy, Multicampus Colleges, Organizational Effectiveness, *Policy Formation, Politics of Education, *Public Colleges, Remedial Programs, Resource Allocation, State Government, Universities

Identifiers—*City University of New York

This study, conducted for the Mayor's Advisory Task Force on the City University of New York (CUNY) in 1998 and 1999, was charged with reviewing and making recommendations regarding: (1) the uses of city funding by CUNY; (2) the effects of open admissions and remedial education on CUNY's capacity to provide high-level college courses; (3) third-party remediation services prior to admission; and (4) implementation of other reform measures as appropriate. Separate chapters of the report provide an historical overview; examine the authority and functions of the Regents of the University of the State of New York; examine the composition and responsibilities of the CUNY Board of Trustees and its central decision-making functions; examine the structure of the university colleges, collegiate independence, and the failure of university-wide academic planning; and examine the college governance structure. A concluding section sets forth recommended reforms, including: the need for central leadership combined with local autonomy, with each college accountable for its outcomes; the need for consensus at the top levels of university governance; and clarification of the relationship between the board and elected officials, with elected officials playing a significant role in the definition of the institution's mission and structure. A section on methodology is appended. (Contains 60 references.) (CH)

ED 442 337 HE 032 909
The Hope & Lifetime Learning Education Tax Credits.

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2000-00-00

Note—5p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Federal Programs, Financial Aid Applicants, Higher Education, Parent Financial Contribution, *Paying

for College, Postsecondary Education, *Student Financial Aid, *Tax Credits, Tax Deductions, Vocational Education

This pamphlet describes the Hope and Lifetime Learning Education Tax Credits program for students in college or vocational school. It briefly explains what a tax credit is; who is eligible to claim the credit; the difference between Hope credits and other education tax credits; what costs qualify for the credit; what the inflation-adjusted credit is worth; what the lifetime learning credit is worth; the income limit; the number of students in a family for whom the credit may be claimed; and how to claim the credit. A final "Points to Remember" section provides a quick review of the information. (CH)

ED 442 338 HE 032 910
Higher Education Center for Alcohol and Other Drug Prevention.

Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-00-00

Contract—ED-99-CO-0094

Note—9p.

Available from—Higher Education Center for Alcohol and Other Drug Prevention, Health and Human Development Programs, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02458-1060. Tel: 800-676-1730 (Toll Free); Fax: 617-928-1537; e-mail: HigherEdCtr@edc.org.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, *Alcohol Education, *Alcoholism, Drinking, *Drug Abuse, Drug Education, Health Education, Higher Education, Institutional Environment, Institutional Role

Identifiers—Higher Education Center Alcohol Other Drug Prev

This brochure describes the mission, approach, and services of the Higher Education Center for Alcohol and Other Drug Prevention. The Center is the nation's primary resource center for assisting higher education institutions in the development, implementation, and evaluation of alcohol and drug violence prevention policies and programs that foster students' academic and social development and promote campus and community safety. The booklet defines the Center's approach, noting such key strategies as promoting alcohol-free social and recreational opportunities, limiting alcohol availability, enforcing campus policy and state and local laws on drinking, and restricting marketing and promotion of alcoholic beverages. The need for both campus-based and statewide and regional initiatives is noted. The brochure also lists services available from the Center, including a two-day interactive professional development workshop; technical assistance that includes information, consultation, and referral services; publications; the Center Web site; and its news list. (CH)

ED 442 339 HE 032 911
Performance Plan: Progress Report, 1st Quarter, Fiscal Year 2000.

Department of Education, Washington, DC. Student Financial Assistance.; Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2000-00-00

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Formative Evaluation, Higher Education, *Institutional Evaluation, *Organizational Effectiveness, Program Development, Program Effectiveness, Program Evaluation, Program Improvement, *Self Evaluation (Groups), *Student Financial Aid

Identifiers—*Department of Education, Free Application for Federal Student Aid

This report by the Department of Education examines the progress made by the Student Financial Assistance (SFA) program in reaching its objectives. The report notes that for objective 1,

customer satisfaction, more than 4 million direct loan records have been processed and over 1 million updates applied since winter 1999; that 84 percent of school certifications have been processed within the 120-day standard; and that a Web-based function which provides accurate and timely information on the Free Application for Federal Student Aid (FAFSA) has been implemented. For objective 2, reduce the overall cost of delivering student aid, it is noted that electronic processing of FAFSA has increased by 25 percent; that new electronic billing for direct loan borrowers eliminates the need for paper documentation; that the design of the new financial system is on track; and that a draft design for new technical architecture has been completed. For objective 3, employee satisfaction, the report notes that SFA is now providing training to its employees on a wide range of subjects; that it is in the process of identifying the top five employee satisfaction issues; and that it is seeking a new Washington, DC location. A two-page checklist of performance plan indicators is included. (CH)

ED 442 340 HE 032 914
Dennison, John D., Ed. Gregor, Alexander D., Ed.

Bibliography on Higher Education in Canada and Index to the Canadian Journal of Higher Education, 1971-1999. Occasional Papers in Higher Education.

Manitoba Univ., Winnipeg. Centre for Higher Education Research and Development.

Report No.—CHERD-OPHE-7; ISBN-1-896-732-21-6

Pub Date—1999-00-00

Note—46p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Research, Faculty Publishing, Foreign Countries, Higher Education, Professional Development, *Publications, *Scholarly Journals, *Writing for Publication

Identifiers—*Canada

This publication combines a 160-item bibliography of Canadian-published articles on higher education and a "Canadian Journal of Higher Education" research article index for 1971-1999. The index is arranged alphabetically by major area as follows: adult and continuing education; community colleges (college-university relationships, history and development, organization and governance, programs, staff, students); curriculum (arts and sciences, evaluation and development, interdisciplinary, language and literacy, prison-based programs, professional education, skill development); distance education; economics; employment; equity, financing (institutional, provincial, public policy, students); government; graduate studies; history, public policy, and the Canadian system; international; management and leadership (academic governance and decision-making, deans, department heads, evaluation and reviews, professional development of administrators, staffing); multiculturalism and cultural diversity; planning and futures (goals/goal setting, institutional planning, program evaluation, statistics and data, system planning); policing; professional education; professorate (characteristics and profiles/employment, collective bargaining/faculty unionization, part-time faculty and teaching assistants, role and functions/professional life, staff development); psychology; research (private sector collaboration, public policy, research administration and development, research grants); scholarly publishing; sociology; students (access and participation, gender, grading and evaluation, graduates, immigrant and minority students, part-time students, retention and attrition, rights and equity, student attitudes and behavior, the undergraduate experience, transition to work); teaching and learning (andragogy, instructional development, instructor and course evaluation, library use, prior learning assessment and recognition, self-directed study, student development and attainment, student evaluation and examinations, teaching and learning technologies, teaching and research, teaching assistants, the management of teaching). (CH)

ED 442 341 HE 032 915

Eckel, Peter D.

Decision Rules Used in Academic Program

Closure: Where the Rubber Meets the Road.

Pub Date—2000-04-00

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Cost Effectiveness, *Decision Making, Decision Making Skills, Educational Planning, Evaluative Thinking, Higher Education, Judgment Analysis Technique, Problem Solving, *Program Evaluation, *Program Termination, Research Universities, Retrenchment, Systems Approach

Identifiers—*Decision Rules

This study examines, from an organizational perspective, decision rules guiding program discontinuance, testing the framework of decision rule rationality versus action rationality. A multi-site case study method was used; interviews were conducted with 11-16 individuals at each of four research I or II universities that had discontinued at least two academic programs within the last seven years. In addition to the interview data, other materials such as meeting minutes, institutional reports, speeches, and newspaper accounts were examined. Data analysis identified within-case and cross-case decision rules used. The study found that decision rules identified programs with weak or novice leaders, with low numbers of students and faculty, and which were not central to the "college's" mission. The study also suggests that most of the decision criteria are not used to select programs for closure; instead, programs closed were those that had few supporters and were unable to generate adequate political clout. Program closure also had little to do with external demand for graduates, anticipated enrollments, or internal demand for courses. Findings suggest instead that closure is based on action rationality rather than decision rationality. Appended are lists of programs closed and tables of criteria and decision rules by institution. (Contains 49 references.) (CH)

ED 442 342 HE 032 916

Schwartz, Bill N., Ed. Ketz, Edward, Ed.

Advances in Accounting Education: Teaching and Curriculum Innovations, Volume 2.

Report No.—ISBN-0-7623-0515-0

Pub Date—2000-00-00

Note—256p.

Available from—JAI Press, P.O. Box 811, Stamford, CT 06904-0811 (\$78.50). Tel: 203-323-9606.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Accounting, *Business Education, College Faculty, Cooperative Learning, *Critical Thinking, Curriculum Design, Ethics, Higher Education, Learning Strategies, Problem Solving, Research, Study Habits, Study Skills, Teaching Methods

Identifiers—International Business

This book, published annually, contains a collection of 12 refereed, academic research papers devoted to accounting education. Papers are: (1) "The Dual Role of Critical Thinking in Accounting Education" (Mohamed E. Bayou and Alan Reinstein); (2) "Fostering Critical Thinking in Accounting Education: Implications of Analytical Procedures Research" (James L. Bierstaker, Jean C. Bedard, and Stanley F. Biggs); (3) "Integrating Learning Strategies in Accounting Courses" (Barbara J. Eide); (4) "Students May Blossom Using Bloom's Taxonomy in the Accounting Curriculum" (Julia K. Blazetown); (5) "An Exploratory Examination of the Study Time Gap: Students' and Instructors' Estimations of Required Study Time" (Robert H. Sanborn, Bill N. Schwartz, and W. Darrell Walden); (6) "Integrating Research into the Initial Auditing Course" (Paul M. Clikeman); (7) "Analyzing an International Annual Report as a Course Project" (Robert Bloom and David Schirm); (8)

"The Effect of Group Rewards on Obtaining Higher Achievement from Cooperative Learning" (Gary M. Grudnitski); (9) "Effective Teaching Techniques: Perceptions of Accounting Faculty" (James D. Stice and Kevin D. Stocks); (10) "Introduction to Accounting: Competencies for Nonaccounting Majors" (Mary S. Doucet, Thomas A. Doucet, and Patricia A. Essex); (11) "Problem-Solving Style and Success in Accounting Curricula" (John Sweeney, Carol Wolk, Scott Summers, and Jim Kurtenbach); and (12) "The Ethics Construct: A Multidimensional Analysis in an Academic Setting" (Daryl M. Guffey and Mark W. McCartney). (All papers contain references.) (CH)

ED 442 343 HE 032 917

Rachid, Mohamed Kner, Charles R.

Brief History of Moot Court: Britain and U.S.

Pub Date—2000-03-00

Note—11p.; Presented at the Annual Meeting of the Southwestern Political Science Association (Galveston, TX, March 16-20, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Educational History, Foreign Countries, Higher Education, *Law Schools, Law Students, *Legal Education (Professions)

Identifiers—England, Harvard Law School MA, *Moot Court

This document presents a history of moot court, defined as a mock court where hypothetical cases are tried for the training of law students. The first recorded reference to a moot court was in the year 997, and moots were common at the Inns of Court and Chancery in 14th century England. In 18th century England there were 4 greater Inns of Court and 10 lesser Inns, called the Inns of Chancery; in each of the greater Inns there were about 200 students, and 100 in the lesser Inns. Students learned not only law but history, scripture, music, and dancing, and several historians put the Inns of Court as universities for the study of law on the same footing as Oxford and Cambridge Universities. When formal legal education began in the United States in the late 18th and early 19th centuries, the practices followed were similar to those of the Inns of Court, with lectures by professors followed by moot court exercises. This modified English system continued until the case method was introduced at Harvard Law School in 1870. Because students enjoy them, moot court competitions are still a viable part of the law school curriculum. (Contains 16 endnotes and 10 references.) (CH)

ED 442 344 HE 032 918

Renewing the Covenant: Learning, Discovery, and Engagement in a New Age and Different World. Sixth Report. An Open Letter to the Friends of American Public Higher Education.

Kellogg Commission on the Future of State and Land Grant Universities, Washington, DC.; National Association of State Universities and Land Grant Colleges, Washington, DC.

Pub Date—2000-03-00

Note—35p.

Available from—National Association of State Universities and Land-Grant Colleges, Office of Public Affairs, 1307 New York Avenue, NW, Suite 400, Washington, DC 20005. Tel: 202-478-6040; Web site: <http://www.nasulgc.org>.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Diversity (Student), *Educational Finance, *Educational Legislation, *Educational Policy, Elementary Secondary Education, Government School Relationship, Higher Education, Policy Formation, Political Issues, *Politics of Education, Public Education, School Business Relationship, School Community Relationship, School Role, State Aid, *State Colleges, *State Universities

Identifiers—*Kellogg Foundation

This final Kellogg Commission report urges a renewal of the covenant between state universities and colleges and the public they serve. The report calls for a new kind of public institution, one that is

both a first-rate student university and a first-rate research university, that provides access to a diverse student population, reaches out to engage the larger community, and provides opportunities for lifelong learning. The Commission sees a national commitment to public education as: equal educational opportunity; excellence in undergraduate, graduate, and professional curricula; learning environments that meet civic needs; graduate education informed by scholarship and responsive to public needs; institutional resources brought to bear on community problems; data systems that allow periodic assessment of progress toward goals; and on-going monitoring of the report recommendations. The report also sets out the public's responsibilities, urging enactment of new legislation that would help public universities create partnerships with public schools and revitalize K-12 education, as well as harness new telecommunications technologies to create a national learning society. It urges federal tax policy that encourages more private-sector partnerships with universities for joint research and educational activities and reminds states of their historic role of providing the major share of funding for public education. (CH)

ED 442 345 HE 032 919

Wine, Jennifer S. Whitmore, Roy W. Heuer, Ruth E. Biber, Melissa Pratt, Daniel J.

Beginning Postsecondary Students Longitudinal Study: First Follow-Up 1996-98 (BPS/96/98) Methodology Report. Technical Report.

Research Triangle Inst., Research Triangle Park, NC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-2000-157

Pub Date—2000-04-00

Note—276p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398 Tel: 877-433-7827 (Toll Free).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price — MF01/PC12 Plus Postage.

Descriptors—College Students, Comparative Analysis, Data Interpretation, Enrollment, Followup Studies, Higher Education, *Longitudinal Studies, Outcomes of Education, *Postsecondary Education, *Research Methodology, Statistical Analysis, Statistical Data, Tables (Data), Trend Analysis

Identifiers—*Beginning Postsecondary Students Long Study, National Postsecondary Student Aid Study

This report describes the methods and procedures used for the full-scale data collection effort of the Beginning Postsecondary Students Longitudinal Study First Follow-Up 1996-98 (BPS/96/98). These students, who started their postsecondary education during the 1995-96 academic year, were first interviewed during 1996 as part of the National Postsecondary Student Aid Study, 1996. This study is the first follow-up of this cohort. Data collected includes postsecondary enrollment, employment, and demographics; a field locating/interviewing component allows comparative analyses with the first (1990) BPS cohort. Chapter 1 provides an introduction, some background, and the purpose of the study; chapter 2 covers the design and methodology of the full-scale study; chapter 3 covers data collection outcomes; chapter 4 covers evaluation of data quality; chapter 5 covers data file construction; and chapter 6 covers weighting and variance estimation. Appendixes include a list of technical review panel members; final data elements; facsimile questionnaire; table of contents of interviewer training manual; and sample mailout materials. (CH)

ED 442 346 HE 032 920

Brown, Terri Moore

Female Presidents of Selected Independent

Colleges: Career Paths, Profiles, and Experiences.

Pub Date—2000-00-00

Note—173p.; Ed.D. Dissertation, North Carolina

State University.
Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Discrimination, *Career Ladders, College Administration, *College Presidents, Females, Higher Education, *Mentors, *Private Colleges, *Professional Development, Professional Recognition, Questionnaires, Sex Discrimination, *Women Administrators

This study developed a descriptive profile of female presidents of selected four-year independent colleges by examining their career paths, mentor relationships, professional development and background, and institutional characteristics, as well as any hindrances that had impacted their ascent to the presidency. A 49-item questionnaire mailed to 129 female college presidents listed in the American Council on Education Women in Higher Education database elicited 91 responses. The study found that: (1) fewer than 20 percent of respondents had followed the traditional career path of faculty member, department head/division chair, and chief academic officer to the college presidency; (2) being in an all-female college positively influenced the advancement of female college presidents; (3) more mentoring opportunities are available to aspiring female college presidents; (4) national professional education programs contribute to career advancement; (5) female presidents did not strategically plan early in their careers to seek the college presidency; (6) female college presidents are more likely to be contacted by search firms prior to their appointments to the presidency; and (7) some aspiring female college presidents continue to experience challenges in coping with personal and institutional hindrances. Two appendices include the questionnaire and related materials. (Contains about 117 references.) (RH)

ED 442 347 HE 032 921

NASULGC 2000: People and Programs.
National Association of State Universities and Land Grant Colleges, Washington, DC.

Pub Date—2000-02-00

Note—21p.

Available from—National Association of State Universities and Land-Grant Colleges, 1307 New York Avenue, N.W., Suite 400, Washington, D.C. 20005-4701; Web site: <http://www.nasulgc.org>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, Federal Aid, Higher Education, *Land Grant Universities, Mission Statements, *Organizations (Groups), State Aid, State Colleges, State Universities

Identifiers—*National Assn of State Univ and Land Grant Coll

This report is a comprehensive overview of the organization and activities of the National Association of State Universities and Land Grant Colleges (NASULGC). It lists officers and members of the Board of Directors; provides who, what, why, when, where, and how facts and data about the organization and its 208 member institutions, which have an enrollment of over 3.2 million students; summarizes its governance structure; provides a general statement of context; notes missions and goals; lists the activities and initiatives it considers its most important priorities; notes the federal-relations activities, commission and council initiatives, and print and electronic communication projects through which it pursues its mission; lists and describes the mission of its related councils and commissions; provides a chronological history of the association and a chronology of federal legislation, beginning in 1787, affecting public higher education; lists, by state, its member institutions; and includes a list of staff members by major groups. Future annual meeting dates are also noted. (RH)

ED 442 348 HE 032 922

Illustrative Bylaws for Independent Academic Institutions. Board Basics: The Fundamentals.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—2000-00-00

Note—21p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, D.C. 20036; Tel: 800-356-6317 (toll free); Web site: <http://www.agb.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Board Administrator Relationship, College Administration, College Governing Councils, *Governance, *Governing Boards, Higher Education, Institutional Administration, *Trustees

This publication is part of a series that addresses the distinguishing characteristics of academic trusteeship and is intended to strengthen the effectiveness of governing boards and trustees of higher education institutions. The introductory section outlines the characteristics of a good set of bylaws and the assumptions behind the illustrative set of bylaws provided. This is followed by illustrative by-law text for 17 articles covering: Board Authority and Responsibilities; Membership of the Board of Trustees; Trustees Emeriti; Officers of the University; Terms and Responsibilities of the Chair and Vice Chair of the Board of Trustees; Term and Responsibilities of the Secretary; Term, Authority, and Responsibilities of the President of the University; Terms, Authority, and Responsibilities of the Vice Presidents; Meetings; Action Without a Formal Meeting; Committees; Composition, Purposes, and Responsibilities of the Executive Committee; Composition, Purposes, and Responsibilities of the Committee on Trusteeship; Indemnification; Conflict of Interest; and Review and Amendment of Bylaws. (RH)

ED 442 349 HE 032 923

Schrum, Jake B., Ed.

A Board's Guide to Comprehensive Campaigns.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—2000-00-00

Note—122p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, D.C. 20036; Tel: 800-356-6317 (toll free); Web site: <http://www.agb.org>.

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Board Administrator Relationship, College Administration, College Governing Councils, *Donors, Educational Finance, Endowment Funds, Financial Needs, *Fund Raising, *Governance, *Governing Boards, Higher Education, Institutional Administration, *Private Financial Support, *Trustees

This guide examines the scope and structure of college and university comprehensive fund-raising campaigns. It focuses on the responsibilities of boards and trustees in planning, overseeing, and actively participating in such campaigns, which are defined as institutional fund-raising initiatives which take place over a predetermined time period, usually 5 to 7 years. Following a foreword by Richard T. Ingram and an introduction by Jake B. Schrum, the eleven chapters include: (1) "Building the Case for a Comprehensive Campaign" (Marion B. Peavey); (2) "Assessing Institutional Readiness" (Vance T. Peterson); (3) "Planning for a Comprehensive Campaign" (Richard B. Eason); (4) "Comprehensive Campaign Structure and Budget: Before, During, and After" (Jake B. Schrum); (5) "Achieving Trustee Ownership" (Philip G. Mazara); (6) "Selecting and Using Professional Consultants" (Frederic C. Nahn); (7) "Trustees as Fund-Raisers" (Susan B. Green); (8) "Ensuring Campaign Integrity and Accountability" (Catherine Dunn); (9) "The Relationship Between Public Institution Governing Boards and Their Foundations During a Comprehensive Campaign" (Curtis

R. Simic); (10) "Conclusion" (Jake B. Schrum); and (11) "Afterword: Hints for a Successful Comprehensive Fund-Raising Campaign" (Jake B. Schrum). Two appendices by Holly Madsen include: "The AGB Comprehensive Campaign Survey of Independent Colleges and Universities" and "The AGB Comprehensive Campaign Survey of Public Colleges and Universities." (RH)

ED 442 350 HE 032 924

Neely, Paul McPherson, Michael S. Schapiro, Morton Owen

Fundamental Challenges for Liberal Arts Colleges. AGB Occasional Paper No. 38.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Pub Date—2000-00-00

Note—33p.; Reprinted with permission of "Daedalus," Journal of the American Academy of the Arts and Sciences, Winter 1999, Vol. 128, No. 1.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, D.C. 20036; Tel: 800-356-6317 (toll free); Web site: <http://www.agb.org>.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Education, Higher Education, Intellectual Disciplines, *Liberal Arts, Majors (Students), Student Financial Aid, Student Loan Programs, Tuition, Tuition Grants

The two essays in this document address the many challenges facing liberal arts colleges today. "The Threats to Liberal Arts Colleges" (Paul Neely), holds that the most serious threat to liberal arts colleges is not ideology or technology but instead it is the marketplace. Competition within the liberal arts sector leads the best schools to spend more to attract the best students, to change their mission to attract corporate funding, and to become "research colleges." The essay contends, however, that the survival of liberal arts colleges lies in society's understanding of and belief in the value of the traditional liberal arts education. "The Future Economic Challenges for the Liberal Arts Colleges" (Michael S. McPherson and Morton Owen Schapiro) examines threats posed by changing student interests; the trend toward professional and vocational majors; changes in financing of liberal arts colleges, in management of tuition, student financial aid, and enrollment; and most importantly, the declining enrollment in liberal arts colleges, noting that fewer than 250,000 students out of more than 14 million experience education in a small residential college. Here, too, it is argued that liberal arts colleges offer a unique embodiment of ideals of educational excellence that are deserving of preservation. (Both papers contain endnotes.) (RH)

ED 442 351 HE 032 925

EDEXpress, 2000-2001: Direct Loan.

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2000-00-00

Note—569p.; For the Direct Loan School Guide, see ED 422 784.

Available from—Department of Education, 400 Maryland Ave., Washington, D.C. 20202; e-mail: SFA_training@ed.gov.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Educational Finance, *Eligibility, *Federal Programs, Higher Education, Need Analysis (Student Financial Aid), Paying for College, Student Financial Aid, Student Financial Aid Officers, *Student Loan Programs

Identifiers—*Federal Direct Student Loan Program

This workbook covers all the processes needed to administer the federal direct loan program in schools; it requires familiarity with the basic concepts found in the "Direct Loan School Guide." The eight units of instruction include: Unit 1: an overview; Unit 2: processing loan records, including the EDEXpress setup, the processing cycle, and importing origination acknowledgments; Unit 3: mastering promissory notes, including printing and

recording and use of the activity log; Unit 4: cash management and calculation of funding needs; Unit 5: disbursements, including the processing cycle, entering and processing data, and disbursement and booking acknowledgments; Unit 6: reconciliation, including importing the direct loan school account statement, comparing records to the database, and exporting loan detail records; Unit 7: loan servicing issues, including the activities of the Loan Origination Center and Loan Servicing Centers, direct loan repayment options, loan consolidation, certification of borrower eligibility and enrollment status, and entrance and exit counseling; and Unit 8: a review section. Eleven appendices include: a school guide; the direct loan 6-step process; data and measurement tools; systems requirements; disclosure statement; policy update; cash transmittal form; EDEExpress edits; a client account phone list; and the direct loan bulletin. (RH)

ED 442 352 HE 032 926

Minnesota State Colleges and Universities '99 Session: Mandates and Curiosities.

Minnesota State Colleges and Universities System, St. Paul.

Pub Date—1999-06-00

Note—182p.

Available from—Minnesota State Colleges and Universities, 500 World Trade Center, 30 East Seventh St., Saint Paul, MN 55101; phone: 651-296-8012; 888-MnSCU-4-U (toll free); fax: 651-297-5550; TTY: 651-282-2660; Web site: <http://www.mnscu.edu>.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—Early Childhood Education, Economic Development, *Educational Finance, *Educational Legislation, Elementary Secondary Education, Employment Programs, *Higher Education, Human Services, Labor Force Development, Law Enforcement, *Laws, Retirement Benefits, State Colleges, *State Legislation, State Universities, Teacher Salaries

Identifiers—*Minnesota

This publication highlights and explains relevant Minnesota legislative developments affecting higher education. For each bill, there is a summary provided in plain English, followed by copies of related portions of the legislation. The bills presented are: (1) Higher Education Omnibus Funding Bill (H.F. 2380); (2) Bonding Omnibus Bill (H.F. 2205); (3) State Employee Compensation Bill (Pay Bill) (S.F. 1721); (4) State Government Finance Bill (H.F. 878); (5) Pension Omnibus Bill (S.F. 319); (6) K-12 Education Omnibus Funding Bill (S.F. 2333); (7) Economic Development Omnibus Bill (H.F. 2390); (8) Employment and Training Data Collection Bill (H.F. 1051); (9) Data Practices Omnibus Bill (S.F. 653); (10) Transportation Omnibus Bill (H.F. 2387); (11) Environment & Agriculture Omnibus Bill (S.F. 2226); (12) Judiciary Finance Omnibus Bill (S.F. 2221); (13) Health & Human Resources Omnibus Bill (S.F. 2225); (14) Tax Bill (H.F. 2420); and (15) Family & Early Childhood Omnibus Bill (H.F. 1467). A map and list of state institutions are included. (RH)

ED 442 353 HE 032 927

Report Card, 1999 [for] Arizona's [Public] Universities.

Arizona Board of Regents, Phoenix.

Pub Date—1999-03-00

Note—31p.; For the 2000 report card, see HE 032 928.

Available from—Arizona Board of Regents, 2020 North Central, Suite 230, Phoenix, AZ 85004.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Educational Assessment, Educational Planning, *Educational Quality, Elementary Secondary Education, Higher Education, Institutional Characteristics, *Institutional Evaluation, *Organizational Effectiveness, School Business Relationship, School Demography, School Holding Power, Self Evaluation (Groups), *State Universities, Student College Relationship, Student Evaluation

tion of Teacher Performance, Teacher Evaluation

Identifiers—*Arizona

This annual report on the performance of the three Arizona universities, Arizona State University, Northern Arizona University, and the University of Arizona, informs the general public, elected officials, business leaders, and consumers of higher education about the universities' progress and milestones. In preparing the report, the universities each completed a self-assessment for performance indicators in four categories: quality and effectiveness of undergraduate education, quality of instruction, demonstrating excellence and innovation, and utilization of resources; these are then graded by the Board of Regents relative to seven strategic factors established for improving the quality of Arizona higher education. The report notes that out of a total of 18 indicators used for the academic year 1999, 6 were superior, 10 were satisfactory, 2 showed a need for improvement, and none were unsatisfactory. Other sections of the report include information on the scope, size and character of the system; a review of the policy achievements of the Board of Regents in addressing issues of accessibility, community college students, service to K-12 education, private sector participation, and planning for growth; and campus highlights for each of the three universities. (RH)

ED 442 354 HE 032 928

Arizona University System: 2000 Report Card.

Arizona Board of Regents, Phoenix.

Pub Date—2000-03-00

Note—32p.; For the 1999 report card, see HE 032 927.

Available from—Arizona Board of Regents, 2020 North Central Avenue, Suite 230, Phoenix, AZ 85004; Tel: 602-229-2500; Fax: 602-229-2555; Web site: <http://www.abor.asu.edu>.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Access to Education, Accountability, *Educational Assessment, Educational Planning, *Educational Quality, Higher Education, Institutional Characteristics, *Institutional Evaluation, *Organizational Effectiveness, School Business Relationship, School Demography, School Holding Power, Self Evaluation (Groups), *State Universities, Student College Relationship, Student Evaluation of Teacher Performance, Teacher Evaluation

Identifiers—*Arizona, Learner Centered Instruction

This annual report on the performance of the three Arizona universities, Arizona State University, Northern Arizona University, and the University of Arizona, informs the general public, elected officials, business leaders, and consumers of higher education about the universities' progress and milestones. In preparing the report, the universities complete a self-assessment for performance indicators in four categories: quality and effectiveness of undergraduate education, quality of instruction, demonstrating excellence and innovation, and utilization of resources; these are then graded by the Board of Regents relative to seven strategic factors established for improving the quality of Arizona higher education. The report notes that out of a total of 19 indicators used for the academic year 2000, 5 were superior, 12 were satisfactory, 2 showed a need for improvement, and none were unsatisfactory. Other sections of the report include information on the scope, size and character of the system; a review of the policy achievements of the Board of Regents in addressing issues of accessibility, learner-centered education, tuition and fees, undergraduate accountability, public-private partnerships, the governor's task force on higher education, the Arizona Partnership for the New Economy, and biennial budgeting; and campus highlights for each of the three universities. (RH)

ED 442 355 HE 032 929

Go Places.

Minnesota State Colleges and Universities Sys-

tem, St. Paul.

Pub Date—1999-07-00

Note—96p.

Available from—Minnesota Colleges and Universities, 500 World Trade Center, 30 E. Seventh St., St. Paul, MN 55101; Tel: 651-296-8012 or 888-MnSCU-4-U (toll free); TTY: 651-282-2660; Web site: <http://www.mnscu.edu>.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Athletics, Career Guidance, *College Bound Students, *College Choice, Community Colleges, Extracurricular Activities, Higher Education, Noncollege Bound Students, Postsecondary Education, *Program Descriptions, State Colleges, State Universities, Two Year Colleges, Vocational Education

Identifiers—*Minnesota

This brochure provides information about the individual colleges, universities, community colleges, and technical colleges within the Minnesota State Colleges and Universities system. The opening section titled, "How To Go Places," offers brief overviews on costs, choosing between two- and four-year colleges, options for international study, qualifying and applying, visiting campuses, and student services. The next section, "College Profiles," describes the 37 community colleges, technical colleges, colleges, and universities in the system. Each profile provides enrollment information, a general description of the location and characteristics of the institution, degrees offered, largest and unique programs, and student activities. A third section, "Choosing a Two-Year College," discusses career training, transferring, and career programs. Included is a chart that lists the various programs offered and the colleges at which the programs are offered. The final section, "Choosing a State University," discusses careers and program majors at the state universities, including a chart listing programs and schools. (RH)

ED 442 356 HE 032 930

Kinser, Kevin

Teaching vs. Research: A WGU-Style Promotion of the Instructional Role.

Pub Date—2000-04-28

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adjunct Faculty, *Distance Education, Higher Education, Nontraditional Education, Organizational Objectives, Professional Development, Professional Recognition, *Research, *Teacher Role, *Teaching (Occupation), Teaching Models

Identifiers—*Outsourcing, *Western Governors University

This study of the Western Governors University (WGU) suggests that its instructional model, based on distance education, could increase the value of teaching relative to research. The WGU model envisions a "disaggregated faculty," that is, one in which faculty roles typically discharged by a single individual are delegated and outsourced to various specialists; curriculum development is assigned to program councils composed of outside experts; student assessment is assigned to other councils; advising is done by the WGU staff; and teaching of subject matter is done by instructors employed by approved educational providers. Using a model limited to distance education, this concept values teaching, rather than research or service, and functions with minimal governance. The study suggests three reasons why the WGU model might result in teaching challenging the domination of research: (1) it offers institutions low in the traditional academic hierarchy an opportunity to develop a strong national reputation based on teaching alone; (2) it offers individual faculty members external validation of their teaching activities, thus enhancing their employment opportunities; and (3) it creates opportunities for an entrepreneurial teaching faculty. While the study notes that enrollment in WGU

programs has not met expectations thus far, it concludes that the WGU model offers a new way of thinking about the future of higher education. (RAB)

ED 442 357 HE 032 931

Annual Report of the Statewide Extended Campus, 1998-1999: A Report on the Colorado Statewide Extended Studies Program, Off-Campus State-Funded Programs, and Out-of-State (and Out-of-Country) Programs.

Colorado Commission on Higher Education, Denver.

Pub Date—1999-00-00

Note—48p.; Cover title: "Annual Report: Statewide Extended Campus 1998-99."

Available from—Colorado Commission on Higher Education, 1300 Broadway, Second Floor, Denver, CO 80203; Tel: 303-866-2723.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annual Reports, Distance Education, Educational Finance, Enrollment, Enrollment Trends, *Extension Education, Higher Education, Program Content, State Colleges, *State Programs, State Universities, Two Year Colleges

Identifiers—*Colorado

This report summarizes the activities of the three components of Colorado's statewide extended campus during the 1998-99 academic year. The first, and largest, section focuses on the extended studies program, which has been Colorado's primary vehicle for the delivery of off-campus instruction since 1972. The report provides an overview of the program, course and enrollment statistics, the program's mission, the legislative intent in creating the program, its primary features, methods of delivering instruction, and enrollment trends. Tables and figures provide data on current enrollments and enrollment trends and institutional expenditures. The second section describes off-campus state-funded programs, which are complete degree or certificate programs that have been proposed by institutions through their governing boards and approved by the State Commission. Financial and program data are provided for the five institutions that delivered programs in 1998-99. The final section reports on the 13 institutions participating in the out-of-state and out-of-country programs, and includes an overview, a summary of state policy regarding out-of-state public higher education, and a list of courses available from the State Board of Agriculture, the Colorado School of Mines, several Colorado state colleges, the University of Colorado, the University of Northern Colorado, and three state community colleges. (RAB)

ED 442 358 HE 032 932

Clark, Charles S.

Campuses Move toward Sustainability.

Association of Governing Boards of Universities and Colleges, Washington, DC.

Spons Agency—Robert W. Woodruff Foundation, Inc., Atlanta, GA.

Pub Date—2000-00-00

Note—18p.; Theme issue. Published three times a year.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, D.C. 20036 (\$10; members only); Tel: 202-296-8400; Fax: 202-223-7053; Web site: <http://www.agb.org>.

Journal Cit—Priorities; n14 Spr 2000

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Colleges, Conservation (Environment), Energy Conservation, *Environmental Standards, Governing Boards, Higher Education, *Organizational Objectives, Resistance to Change, *School Responsibility, *Sustainable Development, Trustees

Identifiers—Talloires Declaration

The theme of this monograph is sustainability, which is defined as development that meets the

needs of present generations without compromising the ability of future generations to meet their own needs. Sustainability, which is rooted in environmentalism, has been broadened to embrace an array of economic development policies, projects, and behaviors. Following a definition of sustainability in the context of higher education, the discussion focuses on: (1) how and why institutions become involved in sustainability issues; (2) sources of resistance to sustainability movements, including fear of high costs, failure of proponents to present a unified vision, and rivalries among national political groups; (3) the role of trustees in exploring issues of sustainability, including reallocating resources, exploring socially conscious investing, protecting institutional impartiality and academic freedom, encouraging thoughtful dialog, and promoting outreach. Sidebars throughout the document offer case studies of sustainability programs; a list of questions for trustees and governing boards; an essay on the "greening" of the sustainability movement; a "gazetteer" of 10 campus sustainability efforts; the text of the "Talloires Declaration," a document committing to sustainable practices signed by officers of 270 higher education institutions; and a postscript titled "Sustainability on Campus" by Daniel J. Levin. (Contains 11 references and 4 web sites.) (RAB)

ED 442 359 HE 032 934

Hamblin, Jane A., Ed.

Distance Graduate Education: Opportunities and Challenges for the 21st Century. Policy Statement.

Council of Graduate Schools, Washington, DC.

Spons Agency—Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

Pub Date—1998-09-00

Note—48p.

Available from—Council of Graduate Schools, One Dupont Circle, N.W., Suite 430, Washington, DC 20036; Tel: 202-223-3791; e-mail: jhamblin@cgs.nche.edu; Web site: <http://www.cgsnet.org/publications/pub.htm>.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Administration, *Distance Education, Educational Demand, Educational Development, *Educational Policy, Educational Principles, Evaluation, *Graduate Study, Higher Education, Institutional Characteristics, Nontraditional Education, Outcomes of Education, *Policy Formation, Position Papers, Teacher Student Relationship, Technology

This policy statement focuses on the policies and practices of graduate education and how they are being affected by the accelerated development of distance education at the postbaccalaureate level. Following an introduction and a review of two earlier policy statements (1977 and 1989), the discussion examines the current context of the rapidly developing area of distance graduate education, including the emphasis on accountability for educational investments, admissions policies that increase student diversity, and the revolutionary changes in information technology. Other sections of the report focus on the defining elements of non-residential, off-campus, and distance education; provide an historical perspective on American distance education; examine the mission, market, resources, competition, and the new learning paradigm for distance graduate education; examine the nature of graduate education and the role of graduate administration; and discuss distance graduate education policies and practices, including quality assurance and equivalency, generic institutional policies and practices, faculty issues, organizational issues, program design and delivery, collaborative groups, testing and evaluation, faculty-student interaction, mentoring, student-student interaction, instructional resources, and student support services. A final section discusses distance education outcomes, including student and faculty evaluation, student achievement, and student career outcomes. (Contains 23 print and 6 electronic references.) (RAB)

ED 442 360 HE 032 936

Certificates: A Survey of Our Status and Review of Successful Programs in the U.S. and Canada. A Collection of Papers Presented at the Annual Meeting of the Council of Graduate Schools (37th, Washington, DC, December 1997).

Council of Graduate Schools, Washington, DC.

Pub Date—1998-09-17

Note—31p.

Available from—Council of Graduate Schools, One Dupont Circle, N.W., Suite 430, Washington, DC 20036. Tel: 202-223-3791.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Certificates, Educational Objectives, Foreign Countries, *Graduate Study, Higher Education, Program Descriptions, *Program Design, Program Proposals, Special Degree Programs, *Student Certification

Identifiers—Arizona State University, Canada, Indiana University, New Jersey Institute of Technology, Ontario, University of Colorado Boulder

This collection of conference papers examines some of the broad issues as well as specific institutional approaches to postbaccalaureate certificate programs. The first paper, "A Survey of Graduate Certificate Policies, Procedures, and Programs" (Wayne Patterson), reports on a survey of the members of the Council of Graduate Schools (CGS) and their stand on graduate certificate programs. The next four papers analyze programs at specific institutions and illustrate the considerations and challenges presented by certificate programs; they are: (1) "Graduate Certificates at Indiana University and Considerations for Graduate Educators" (Sheila Cooper); (2) "The NJIT Graduate Certificate Program" (Gale Tenen Spak); (3) "Graduate Certificate Programs at Arizona State University" (Bianca L. Bernstein); and (4) "Graduate Certificate Programs at the University of Colorado-Boulder" (Carol B. Lynch). The final paper, "Graduate Diplomas and the Ontario Council on Graduate Studies Appraisal Process" (David Leyton-Brown), analyzes ways bring nondegree graduate study into the appraisal process. Six appendices present data on and brief descriptions of the member institutions of the CGS that have certificate programs, an overview of the New Jersey Institute of Technology graduate certificate offerings, together with a profile of the 1997 class, and the approval process and primary elements of certificate programs proposals at Arizona State University. (RAB)

ED 442 361 HE 032 951

Howe, Richard D.

Salary-Trend Study of Faculty in Accounting for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cupa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accounting, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 4,037 accounting faculty at 211 public institutions and 1,020 faculty at 221 private institutions. A data

table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$69,919 for accounting faculty in public institutions and the average salary of \$67,619 for faculty in private institutions were, respectively, 21.3 percent and 23.6 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.7 percent per year and 2.8 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 362 HE 032 952
Howe, Richard D.

Salary-Trend Study of Faculty in Administrative Assistant and Secretarial Services for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.
Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, *Secretaries, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Administrative Assistants, *Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 139 administrative assistant and secretarial services faculty at 35 public and 11 faculty at 9 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$54,227 for administrative assistant and secretarial services faculty in public institutions and the average salary of \$38,081 in private institutions were, respectively, 5.8 percent and 29.4 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.7 percent per year and 1.9 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 363 HE 032 953
Howe, Richard D.

Salary-Trend Study of Faculty in Agriculture Business and Production for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.
Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agriculture, *College Faculty, Comparison

Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,722 agriculture business and production faculty at 61 public and 52 faculty at 10 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$64,553 for agriculture business and production faculty in public institutions and the average salary of \$45,352 in private institutions were, respectively, 12.5 percent higher and 20.6 percent lower than the average salary for all faculty in all major fields, and, respectively, 2.5 percent per year and 2.1 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 364 HE 032 954
Howe, Richard D.

Salary-Trend Study of Faculty in Anthropology for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.
Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 681 anthropology faculty at 120 public and 320 faculty at 81 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$56,704 for anthropology faculty in public institutions and the average salary of \$60,095 in private institutions were, respectively, 1.2 percent lower and 9.8 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.03 percent per year and 1.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 365 HE 032 955
Howe, Richard D.

Salary-Trend Study of Faculty in Architecture and Related Programs for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Architectural Education, *Architecture, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for architecture and related programs faculty at 47 public and 17 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$59,816 for 762 architecture and related programs faculty in public institutions was 3.1 percent higher and the average salary of \$59,791 for 209 faculty in private institutions was 9.3 percent higher than the average salary for all faculty in all major fields, and, respectively, 2.0 percent per year and 1.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 366 HE 032 956
Howe, Richard D.

Salary-Trend Study of Faculty in Area, Ethnic, and Cultural Studies for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.
Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Area Studies, *College Faculty, Comparative Analysis, *Cultural Education, *Ethnic Studies, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for area, ethnic, and cultural studies faculty at 70 public and 35 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$60,024 for 520 area, ethnic, and cultural studies faculty in public institutions was 5.0

percent higher and the average salary of \$55,652 for 130 faculty in private institutions was 1.7 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.2 percent per year and 2.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 367 HE 032 957

Howe, Richard D.

Salary-Trend Study of Faculty in Biology, General for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cupa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biological Sciences, *Biology, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from a baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for biology, general faculty at 278 public and 352 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$58,339 for 4,715 biology, general faculty in public institutions was 1.7 percent lower and the average salary of \$53,169 for 2,270 faculty in private institutions was 2.9 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.0 percent per year below and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 368 HE 032 958

Howe, Richard D.

Salary-Trend Study of Faculty in Business Administration and Management for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cupa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration, *Business Administration Education, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, Managerial Occupations, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and

390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for business administration and management faculty at 217 public and 281 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$66,531 for 3,108 business administration and management faculty in public institutions was 15.9 percent higher and the average salary of \$66,774 for 2,435 faculty in private institutions was 22.1 percent higher than the average salary for all faculty in all major fields, and, respectively, 0.7 percent per year and 2.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 369 HE 032 959

Howe, Richard D.

Salary-Trend Study of Faculty in Business Management and Administrative Services for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cupa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration, *Business Administration Education, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, Managerial Occupations, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Administrative Services, *Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for business management and administrative services faculty at 93 public and 65 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$75,506 for 1,557 business management and administrative services faculty in public institutions was 31.6 percent higher and the average salary of \$66,497 for 644 faculty in private institutions was 21.5 percent higher than the average salary for all faculty in all major fields, and, respectively, 5.4 percent per year and 1.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 370 HE 032 960

Howe, Richard D.

Salary-Trend Study of Faculty in Business/Managerial Economics for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for

1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cupa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Managerial Occupations, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for business/managerial economics faculty at 95 public and 90 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$64,558 for 856 business/managerial economics faculty in public institutions was 12.6 percent higher and the average salary of \$63,670 for 460 faculty in private institutions was 16.4 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.0 percent per year and 1.9 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 371 HE 032 961

Howe, Richard D.

Salary-Trend Study of Faculty in Chemistry for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cupa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chemistry, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for chemistry faculty at 260 public and 355 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$57,911 for 2,830 chemistry faculty in public institutions was 0.9 percent higher and the average salary of \$55,550 for 1,599 faculty in private institutions was 1.5 percent higher than the average salary for all faculty in all major fields, and, respectively, 0.9 percent per year and 0.8 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54

selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 372 HE 032 962
Howe, Richard D.

Salary-Trend Study of Faculty in Communications for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.
Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Communications, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for communications faculty at 208 public and 255 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$49,779 for 2,427 communications faculty in public institutions was 15.3 percent lower and the average salary of \$47,615 for 1,363 faculty in private institutions was 14.9 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.2 percent per year and 0.9 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 373 HE 032 963
Howe, Richard D.

Salary-Trend Study of Faculty in Communications Technologies for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.
Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Communications, Comparative Analysis, Higher Education, *Information Technology, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for communications technologies faculty at 19 public and 16 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of

the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$53,096 for 93 communications technologies faculty in public institutions was 8.1 percent lower and the average salary of \$50,343 for 124 faculty in private institutions was 8.7 percent lower than the average salary for all faculty in all major fields, and, respectively, 0.3 percent per year and 2.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 374 HE 032 964
Howe, Richard D.

Salary-Trend Study of Faculty in Computer and Information Sciences for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Computer Science, Higher Education, *Information Science, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for computer and information sciences faculty at 244 public and 265 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$65,952 for 2,618 computer and information sciences faculty in public institutions was 14.9 percent higher and the average salary of \$58,909 for 1,197 faculty in private institutions was 7.7 percent higher than the average salary for all faculty in all major fields, and, respectively, 2.2 percent per year and 2.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 375 HE 032 965
Howe, Richard D.

Salary-Trend Study of Faculty in Counselor Education/Student Counseling and Guidance Services for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Counselor Training, Guidance, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, *School

Counseling, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for counselor education/student counseling and guidance services faculty at 93 public and 32 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$52,385 for 754 counselor education/student counseling and guidance services faculty in public institutions was 9.6 percent lower and the average salary of \$53,967 for 148 faculty in private institutions was 1.4 percent lower than the average salary for all faculty in all major fields, and, respectively, 0.7 percent per year above and 0.6 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 376 HE 032 966
Howe, Richard D.

Salary-Trend Study of Faculty in Criminal Justice and Corrections for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Correctional Rehabilitation, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index, *Criminal Justice

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for criminal justice and corrections faculty at 119 public and 68 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$50,238 for 766 criminal justice and corrections faculty in public institutions was 14.2 percent lower and the average salary of \$43,827 for 183 faculty in private institutions was 24.8 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.4 percent per year above and 1.7 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 377

HE 032 967

Howe, Richard D.

Salary-Trend Study of Faculty in Curriculum and Instruction for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Curriculum, Higher Education, *Instruction, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for curriculum and instruction faculty at 80 public and 28 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$50,242 for 1,241 curriculum and instruction faculty in public institutions was 14.2 percent lower and the average salary of \$53,296 for 170 faculty in private institutions was 2.7 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.0 percent per year above and 1.2 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 378

HE 032 968

Howe, Richard D.

Salary-Trend Study of Faculty in Drama/Theater Arts and Stagecraft for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, *Theater Arts, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for drama/theater arts and stagecraft faculty at 186 public and 203 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price

Index. The study found that for the 1999-2000 period the average salary of \$48,568 for 1,233 drama/theater arts and stagecraft faculty in public institutions was 18.2 percent lower and the average salary of \$48,045 for 687 faculty in private institutions was 13.9 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.8 percent per year and 1.5 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 379

HE 032 969

Howe, Richard D.

Salary-Trend Study of Faculty in Economics for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Economics, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for economics faculty at 151 public and 178 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$65,418 for 1,348 economics faculty at public institutions was 14.0 percent higher and the average salary of \$68,009 for 916 faculty in private institutions was 24.3 percent higher than the average salary for all faculty in all major fields, and, respectively, 1.5 percent per year and 2.1 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 380

HE 032 970

Howe, Richard D.

Salary-Trend Study of Faculty in Education for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Preservice Teacher Education, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and

390 private four-year institutions from the baseline year of 1996-97 and the trend year of 1999-2000. This portion of the study covers salary data for teacher education faculty at 168 public and 247 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$54,062 for 3,843 teacher education faculty at public institutions was 6.2 percent lower and the average salary of \$49,297 for 2,009 faculty in private institutions was 11.0 percent lower than the average salary for all faculty in all major fields, and, respectively, 1.4 percent per year and 1.5 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 381

HE 032 971

Howe, Richard D.

Salary-Trend Study of Faculty in Education Administration and Supervision for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Educational Administration, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, *Supervision, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 888 education administration and supervision faculty at 110 public institutions and 159 faculty at 37 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$55,435 for education administration and supervision faculty in public institutions and the average salary of \$55,167 for faculty in private institutions were, respectively, 3.5 percent lower and 0.8 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 0.2 percent per year below and 1.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 382

HE 032 972

Howe, Richard D.

Salary-Trend Study of Faculty in Engineering, General for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

pa.org.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Engineering, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,853 engineering, general faculty at 70 public institutions and 585 faculty at 35 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$79,689 for engineering, general faculty in public institutions and the average salary of \$77,207 for faculty in private institutions were, respectively, 38.9 percent and 41.1 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 4.6 percent per year and 2.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 383 HE 032 973

Howe, Richard D.

Salary-Trend Study of Faculty in Engineering Related Technologies for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Engineering Technology, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,038 engineering related technologies faculty at 95 public institutions and 76 faculty at 11 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$52,792 for engineering related technologies faculty in public institutions and the average salary of \$48,353 for faculty in private institutions were, respectively, 8.7 percent and 13.2 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.6 percent per year and 1.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disci-

plines and lists of the participating public and private colleges. (SM)

ED 442 384 HE 032 974

Howe, Richard D.

Salary-Trend Study of Faculty in English Language and Literature, General for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *English Literature, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 7,063 English language and literature, general faculty at 282 public institutions and 3,338 faculty at 360 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$51,826 for English language and literature, general faculty in public institutions and the average salary of \$51,271 for faculty in private institutions were, respectively, 10.7 percent and 6.7 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.8 percent per year and 1.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 385 HE 032 975

Howe, Richard D.

Salary-Trend Study of Faculty in Enterprise Management and Operation for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrator Education, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Managerial Occupations, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index, Enterprise, *Management Science

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 82 enterprise management and operation faculty at 13 public institutions and 52 faculty at 10 private insti-

tutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$68,769 for enterprise management and operation faculty in public institutions and the average salary of \$70,777 for faculty in private institutions were, respectively, 19.8 percent and 29.4 percent above the average salary for all faculty in all major fields. The average salary increase was, respectively, 5.7 percent per year and 1.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 386 HE 032 976

Howe, Richard D.

Salary-Trend Study of Faculty in Fine Arts and Art Studies for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Art Education, *College Faculty, Comparative Analysis, *Fine Arts, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 2,654 fine arts and art studies faculty at 223 public institutions and 1,149 faculty at 273 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$51,180 for fine arts and art studies faculty in public institutions and the average salary of \$48,783 for faculty in private institutions were, respectively, 12.1 percent and 12.2 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 0.6 percent per year and 1.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 387 HE 032 977

Howe, Richard D.

Salary-Trend Study of Faculty in Foreign Languages and Literatures for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

pa.org.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, *Second Language Instruction, *Second Languages, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 2,865 foreign languages and literatures faculty at 242 public institutions and 1,613 faculty at 285 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$51,466 for foreign language and literatures faculty in public institutions and the average salary of \$49,455 for faculty in private institutions were, respectively, 11.5 percent and 10.6 percent below the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.1 percent per year and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 388

HE 032 978

Howe, Richard D.

Salary-Trend Study of Faculty in General

Teacher Education for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Preservice Teacher Education, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 and the trend year of 1999-2000. This portion of the study covers salary data for 1,227 general teacher education faculty at 88 public institutions and 437 faculty at 75 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$50,848 for general teacher education faculty in public institutions and the average salary of \$44,103 for faculty in private institutions were, respectively, 12.9 percent and 24.1 percent below the average salary for all faculty in all major fields. The average salary increase was, respectively, 2.1 percent per year above and 0.5 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

plines and lists of the participating public and private colleges. (SM)

ED 442 389

HE 032 979

Howe, Richard D.

Salary-Trend Study of Faculty in Geography for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Geography, *Geography Instruction, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 973 geography faculty at 155 public institutions and 66 faculty at 19 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$53,546 for geography faculty in public institutions and the average salary of \$56,013 for faculty in private institutions were, respectively, 7.2 percent lower and 2.4 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 0.3 percent per year and 2.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 390

HE 032 980

Howe, Richard D.

Salary-Trend Study of Faculty in Geological and Related Sciences for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For the full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Geology, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,207 geological and related sciences faculty at 159 public institutions and 263 faculty at 68 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors.

tors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$58,424 for geological and related sciences faculty in public institutions and the average salary of \$65,106 for faculty in private institutions were, respectively, 1.8 percent and 19.0 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.3 percent per year above and 0.1 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 391

HE 032 981

Howe, Richard D.

Salary-Trend Study of Faculty in History for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, *History, *History Instruction, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 3,195 history faculty at 266 public institutions and 1,732 faculty at 337 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$54,508 for history faculty in public institutions and the average salary of \$54,744 for faculty in private institutions were, respectively, 5.3 percent lower and 0.1 percent higher than the average salary for all faculty in all major fields. In comparison to the Consumer Price Index average salaries for both public and private institutions increased by 0.9 percent per year. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 392

HE 032 982

Howe, Richard D.

Salary-Trend Study of Faculty in Home Economics, General for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, *Home Economics Education, Intellectual Disciplines, *Pri-

vate Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis
 Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,056 home economics, general faculty at 95 public institutions and 102 faculty at 27 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$52,399 for home economics, general faculty in public institutions and the average salary of \$47,104 for faculty in private institutions were, respectively, 9.5 percent and 16.2 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.3 percent per year above and 0.1 percent per year below the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 393 HE 032 983

Howe, Richard D.

Salary-Trend Study of Faculty in Library Science for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Library Science, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 531 library science faculty at 50 public institutions and 173 faculty at 33 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$53,643 for library science faculty in public institutions and the average salary of \$43,837 for faculty in private institutions were, respectively, 7.0 percent and 24.8 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 2.2 percent per year and 2.8 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 394 HE 032 984

Howe, Richard D.

Salary-Trend Study of Faculty in Marketing Management and Research for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Marketing, *Private Colleges, *Public Colleges, Statistical Data, Tables (Data), *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index, *Marketing Research

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 1,176 marketing management and research faculty at 153 public institutions and 454 faculty at 96 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$70,013 for marketing management and research faculty in public institutions and the average salary of \$71,268 for faculty in private institutions were, respectively, 22.0 percent and 30.3 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 2.0 percent per year and 1.8 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 395 HE 032 985

Howe, Richard D.

Salary-Trend Study of Faculty in Mathematics for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Mathematics, *Mathematics Instruction, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 5,745 mathematics faculty at 289 public institutions and 2,345 faculty at 360 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$57,304 for mathematics faculty in public institutions and the

average salary of \$54,621 for faculty in private institutions were, respectively, 0.2 percent lower and 0.4 percent higher than the average salary for all faculty in all major fields. The average salary increase was, respectively, 1.8 percent per year and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 396 HE 032 986

Howe, Richard D.

Salary-Trend Study of Faculty in Multi/Interdisciplinary Studies for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Interdisciplinary Approach, *Multicultural Education, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 530 multi/interdisciplinary studies faculty at 51 public institutions and 247 faculty at 40 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$59,796 for multi/interdisciplinary faculty in public institutions and the average salary of \$52,453 for faculty in private institutions were, respectively, 4.2 percent higher and 0.4 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 5.2 percent per year and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 397 HE 032 987

Howe, Richard D.

Salary-Trend Study of Faculty in Music for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Music Education, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the

study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. This portion of the study covers salary data for 3,551 music faculty at 247 public institutions and 1,808 faculty at 288 private institutions. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 1999-2000 period the average salary of \$48,864 for music faculty in public institutions and the average salary of \$47,780 for faculty in private institutions were, respectively, 17.5 percent and 14.5 percent lower than the average salary for all faculty in all major fields. The average salary increase was, respectively, 0.6 percent per year and 1.1 percent per year above the cost of living as measured by the Consumer Price Index. Appended is a list of the 54 selected academic disciplines and lists of the participating public and private colleges. (SM)

ED 442 398 HE 032 988

Howe, Richard D.

Salary-Trend Study of Faculty in Nursing (R.N. Training) for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Nursing, *Nursing Education, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for nursing (R.N. training) faculty at 180 public institutions and 162 private institutions. The study found that for the 1999-2000 period the average salary of \$48,331 for 2,962 nursing (R.N. training) faculty in public institutions and \$45,078 for 1,788 nursing (R.N. training) faculty in private institutions were, respectively, 18.7 percent and 21.4 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 2.0 percent per year and 1.6 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 399 HE 032 989

Howe, Richard D.

Salary-Trend Study of Faculty in Occupational Therapy for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE

033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Occupational Therapy, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for occupational therapy faculty at 22 public institutions and 40 private institutions. The study found that for the 1999-2000 period the average salary of \$49,202 for 160 occupational therapy faculty in public institutions and \$45,778 for 224 occupational therapy faculty in private institutions were, respectively, 16.6 percent and 19.5 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.3 percent per year above and 0.3 percent per year below the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 400 HE 032 990

Howe, Richard D.

Salary-Trend Study of Faculty in Parks, Recreation and Leisure Studies for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Leisure Education, *Private Colleges, *Public Colleges, *Recreation, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index, *Parks and Recreation Professionals

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for parks, recreation and leisure studies faculty at 56 public institutions and 24 private institutions. The study found that for the 1999-2000 period the average salary of \$52,808 for 409 parks, recreation and leisure studies faculty in public institutions and \$45,353 for 91 parks, recreation and leisure studies faculty in private institutions were, respectively, 8.7 percent and 20.6 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 3.2 percent per year and

2.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 401 HE 032 991

Howe, Richard D.

Salary-Trend Study of Faculty in Philosophy and Religion for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Philosophy, *Private Colleges, *Public Colleges, *Religion, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for philosophy and religion faculty at 86 public institutions and 126 private institutions. The study found that for the 1999-2000 period the average salary of \$57,093 for 627 philosophy and religion faculty in public institutions and \$50,578 for 581 philosophy and religion faculty in private institutions were, respectively, 0.5 percent higher and 8.2 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.8 percent per year and 0.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 402 HE 032 992

Howe, Richard D.

Salary-Trend Study of Faculty in Physical Sciences, General for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Physical Sciences, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend

information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for physical science, general faculty at 64 public institutions and 49 private institutions. The study found that for the 1999-2000 period the average salary of \$78,629 for 1,136 physical science, general faculty in public institutions and \$50,026 for 132 physical science, general faculty in private institutions were, respectively, 37.0 percent higher and 9.4 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 5.8 percent per year above and 8.5 percent per year below the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 403 HE 032 993

Howe, Richard D.

Salary-Trend Study of Faculty in Physical

Therapy for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Physical Therapy, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for physical therapy faculty at 41 public institutions and 49 private institutions. The study found that for the 1999-2000 period the average salary of \$55,567 for 255 physical therapy faculty in public institutions and \$53,615 for 346 physical therapy faculty in private institutions were, respectively, 3.3 percent and 2.0 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 2.1 percent per year and 1.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 404 HE 032 994

Howe, Richard D.

Salary-Trend Study of Faculty in Physics for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Physics, *Private Colleges, *Public

Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for physics faculty at 235 public institutions and 253 private institutions. The study found that for the 1999-2000 period the average salary of \$62,026 for 2,054 physics faculty in public institutions and \$64,080 for 1,052 physics faculty in private institutions were, respectively, 8.1 percent and 17.1 percent higher than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.3 percent per year and 1.1 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 405 HE 032 995

Howe, Richard D.

Salary-Trend Study of Faculty in Political Science and Government for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, *Government (Administrative Body), Higher Education, Intellectual Disciplines, *Political Science, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for political science and government faculty at 236 public institutions and 255 private institutions. The study found that for the 1999-2000 period the average salary of \$55,684 for 2,118 political science and government faculty in public institutions and \$56,981 for 1,199 political science and government faculty in private institutions were, respectively, 3.1 percent lower and 4.2 percent higher than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.1 percent per year and 1.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 406 HE 032 996

Howe, Richard D.

Salary-Trend Study of Faculty in Psychology, General for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Psychology, *Public Colleges, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for psychology faculty at 280 public institutions and 348 private institutions. The study found that for the 1999-2000 period the average salary of \$57,619 for 4,084 psychology, general faculty in public institutions and \$53,491 for 2,169 psychology, general faculty in private institutions were, respectively, 0.4 percent higher and 2.3 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.5 percent per year and 1.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 407 HE 032 997

Howe, Richard D.

Salary-Trend Study of Faculty in Public

Health for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cup-a.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, *Public Health, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for public health faculty at 54 public institutions and 11 private institutions. The study found that for the 1999-2000 period the average salary of \$60,354 for 538 public health faculty in public institutions and \$85,896 for 269 public health faculty in private institutions were, respectively, 5.2 percent and 57.0 percent higher than the average salary for all faculty in all major fields. The average

salary increase for the study period was, respectively, 3.4 percent per year, and 16.0 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 408 HE 032 998

Howe, Richard D.

Salary-Trend Study of Faculty in Reading Teacher Education for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Preservice Teacher Education, *Private Colleges, *Public Colleges, Reading Instruction, *Reading Teachers, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for reading teacher education faculty at 44 public institutions and 22 private institutions. The study found that for the 1999-2000 period the average salary of \$51,622 for 199 reading teacher education faculty in public institutions and \$47,713 for 45 reading teacher education faculty in private institutions were, respectively, 11.2 percent and 14.7 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 0.3 percent per year and 0.4 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 409 HE 032 999

Howe, Richard D.

Salary-Trend Study of Faculty in Social Sciences, General for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, *Social Sciences, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A

data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for social sciences, general faculty at 64 public institutions and 62 private institutions. The study found that for the 1999-2000 period the average salary of \$74,756 for 1,686 social sciences, general faculty in public institutions and \$56,938 for 543 social sciences, general faculty in private institutions were, respectively, 30.3 percent and 4.1 percent higher than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 4.8 percent per year and 1.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 410 HE 033 000

Howe, Richard D.

Salary-Trend Study of Faculty in Social Work for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, *Social Work, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for social work faculty at 149 public institutions and 123 private institutions. The study found that for the 1999-2000 period the average salary of \$52,818 for 1,150 social work faculty in public institutions and \$48,075 for 496 social work faculty in private institutions were, respectively, 8.7 percent and 13.8 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.5 percent per year and 1.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 411 HE 033 001

Howe, Richard D.

Salary-Trend Study of Faculty in Sociology for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

pa.org.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, *Sociology, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for sociology faculty at 238 public institutions and 264 private institutions. The study found that for the 1999-2000 period the average salary of \$54,074 for 2,118 sociology faculty in public institutions and \$52,887 for 977 sociology faculty in private institutions were, respectively, 6.1 percent and 4.2 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.2 percent per year and 1.2 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 412 HE 033 002

Howe, Richard D.

Salary-Trend Study of Faculty in Special Education for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cuppa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Preservice Teacher Education, *Private Colleges, *Public Colleges, *Salaries, *Special Education, Statistical Data, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for special education faculty at 123 public institutions and 55 private institutions. The study found that for the 1999-2000 period the average salary of \$52,952 for 1,040 special education faculty in public institutions and \$47,907 for 155 special education faculty in private institutions were, respectively, 8.4 percent and 14.2 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 2.1 percent per year above and 1.0 percent per year below the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 413

HE 033 003

Howe, Richard D.

Salary-Trend Study of Faculty in Speech Pathology and Audiology for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cupa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiology, *College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, *Speech Language Pathology, Statistical Data, *Teacher Salaries, Trend Analysis

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for speech pathology and audiology faculty at 87 public institutions and 26 private institutions. The study found that for the 1999-2000 period the average salary of \$51,198 for 688 speech pathology and audiology faculty in public institutions and \$51,947 for 140 speech pathology and audiology faculty in private institutions were, respectively, 12.1 percent and 5.3 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 1.1 percent per year above and 0.7 percent per year below the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 414

HE 033 004

Howe, Richard D.

Salary-Trend Study of Faculty in Visual and Performing Arts for the Years 1996-97 and 1999-00.

Appalachian State Univ., Boone, NC.

Spons Agency—College and Univ. Personnel Association, Washington, DC.

Pub Date—2000-00-00

Note—19p.; For other salary-trends studies for 1996-97 and 1999-2000, see HE 032 951-HE 033 004.

Available from—For full text: <http://www.cupa.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Higher Education, Intellectual Disciplines, *Private Colleges, *Public Colleges, Statistical Data, *Teacher Salaries, *Theater Arts, Trend Analysis, *Visual Arts

Identifiers—*Classification of Instructional Programs, Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected academic disciplines. Data for the study were collected from a total of 296 public and 390 private four-year institutions from the baseline year of 1996-97 to the trend year of 1999-2000. A data table lists average salaries for both public and private participating institutions by faculty rank, faculty mix percent, and salary factors. Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. This portion of the study covers salary data for visual and performing arts faculty at

100 public institutions and 72 private institutions. The study found that for the 1999-2000 period the average salary of \$56,758 for 1,474 visual and performing arts faculty in public institutions and \$47,561 for 357 visual and performing arts faculty in private institutions were, respectively, 1.1 percent and 15.0 percent lower than the average salary for all faculty in all major fields. The average salary increase for the study period was, respectively, 6.6 percent per year and 0.7 percent per year above the cost of living as measured by the Consumer Price Index. Appended are lists of the 54 selected academic disciplines and the participating public and private colleges. (SM)

ED 442 415

HE 033 012

Davis, Andrea M.

Effects of Gender, Cognitive Learning Styles, and Computer Anxiety on Students' Academic Achievement and Performance: A Preliminary Study I.

Pub Date—1999-11-10

Note—77p.; For Preliminary Study II, see HE 033 013. Contains small sections of type on some manuscript pages which are barely legible and some sections of light type which are not legible.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Cognitive Measurement, *Cognitive Style, Cognitive Tests, *Computer Anxiety, Computer Uses in Education, Higher Education, Instructional Effectiveness, *Sex Differences, Statistical Analysis, Tables (Data), User Friendly Interface

Identifiers—Texas

This first part of a preliminary study considered the impact of students' gender, cognitive learning styles, and computer anxiety on students' academic achievement and performance. The sample consisted of 60 male and 80 female undergraduates enrolled in two basic/developmental mathematics courses taught by one male and one female instructor at a four-year public and religiously affiliated institution in the southeastern part of Texas. Students completed a questionnaire that focused on their perceptions of instructors' classroom attitudes and teaching effectiveness; perceived computer anxiety and attitude; and visual/global embedded figures. The study concluded that: (1) gender and computer anxiety were not significant factors and that none of the interaction effects were significant; (2) female students achieved and performed about the same as male students, although they were more likely to be more computer anxious and field-dependent and less satisfied than male students; and (3) cognitive learning styles were a significant factor. Field-dependent students had the highest marginal means for both academic achievement and performance, and were more likely to be satisfied with their course than field-neutral and field-dependent students. Appended are the survey instruments. (Contains about 132 references.) (RH)

ED 442 416

HE 033 013

Davis, Andrea M.

Effects of Gender, Cognitive Learning Styles, and Computer Attitude on Students' Course Satisfaction: A Preliminary Study II.

Pub Date—2000-01-16

Note—63p.; For Preliminary Study I, see HE 033 012.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Cognitive Measurement, *Cognitive Style, Cognitive Tests, *Computer Anxiety, Computer Uses in Education, *Course Evaluation, Females, Higher Education, Instructional Effectiveness, *Sex Differences, Statistical Analysis, Student Attitudes, *Student Evaluation of Teacher Performance, Student Surveys, Tables (Data),

Teacher Student Relationship, Undergraduate Students, User Friendly Interface

Identifiers—Texas

This second part of a preliminary study considered the impacts of gender, cognitive learning styles, and computer attitudes on students' course satisfaction, based on their perceptions about their instructors' teaching strategies. The sample consisted of 60 male and 80 female undergraduates enrolled in two basic/developmental mathematics courses taught by one male and one female instructor at a four-year public and religiously affiliated institution in the southeastern part of Texas. Students completed a questionnaire that focused on their perceptions of instructor classroom attitudes and teaching effectiveness; perceived computer anxiety and attitude; and visual/global embedded figures. Course satisfaction was measured by students' overall scores in the teaching effectiveness and evaluation part of the survey questionnaire. The study found three significant effects: (1) there was significant gender effect in students' course satisfaction with female students consistently rating instructors higher (worse) than male students; (2) there was significant computer attitude main effect on students' course satisfaction—the insignificance of the instructors' effect was a consequence of how students perceived instructors' attitudes and teaching effectiveness; and (3) there was a significant effect due to cognitive learning styles. Field-dependent students were more satisfied with their instructors and the course than field-neutral and field-independent students. (Contains about 132 references.) (RH)

ED 442 417

HE 033 014

Ikegulu, T. Nelson

Multicultural and Globalized Education: International Students' Perspective.

Pub Date—1999-03-03

Note—56p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, College Preparation, Developmental Studies Programs, Educational Counseling, Educational Environment, *Foreign Students, Global Education, High Risk Students, Higher Education, *Holistic Approach, Individual Development, *International Education, *Multicultural Education, Remedial Programs, Student Adjustment, *Student College Relationship, Transitional Programs

This study examined the nature and needs of international students in American higher education within the context of multicultural and globalized educational programs and support services. Most international students are considered developmental upon admission into postsecondary institutions. The success of these students has been attributed to the strength of their previous academic history, socioacademic integration, and institutional affiliation. Most suffer from empty nest syndrome, creating a need for career, familial, and occupational mediators. Successful multicultural educational programs and support services that emphasize developmental education have four holistic characteristics in common: (1) the programs address the whole student and present a whole academic process to the students; (2) in programs that provide remediation and enrichment in basic skills, diagnostic and placement tools are integral components of the academic culture; (3) the programs emphasize comprehensiveness in support services and the organizational structure of the developmental education; and (4) most programs emphasize cultural programming that incorporates students' social and academic integration and institutional affiliation within the institutional environment and instructional climate. Five tables provide international student enrollment data and educational programs and support services designed for specific problems and needs. (Contains approximately 80 references.) (RH)

ED 442 418

HE 033 016

Cardiel, Hugo Casanova

Políticas y Gobierno de la Educación Superior En American Latina. (Policies and Govern-

nance of Higher Education in Latin America). Texas Papers on Latin America. Paper No. 99-02.

Pub Date—1999-11-00
Note—10p.

Available from—For full text: <http://www.lan-ic.utexas.edu/ilas/pla/9902.html>.

Language—Spanish

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Educational Policy, Educational Trends, Foreign Countries, *Governance, Government School Relationship, Higher Education, *International Education, Policy Analysis, Politics of Education

Identifiers—*Latin America

Higher education is undergoing a complex process of transformation at the international level. This transformation is based especially in the fields of policies and governance of higher education institutions. In Latin America this trend has been growing since the 1980s, and higher education is undergoing a strong modification in its processes and structures. The first part of this essay offers a conceptual framework about the policies and governance of higher education from a comparative perspective. The second part examines the changing trends in Latin America and examines the cases of six higher education systems. The final portion of the essay addresses perspectives and future trends. (Contains 38 references.) (Author/RH)

ED 442 419 HE 033 017

Christian, Maria E.

Traditional versus Non-Traditional University Students: Does Age Determine Learning?

Pub Date—2000-04-00

Note—24p.; Master of Science Study, Northeastern State University.

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Rating, *Age Differences, *College Students, Higher Education, *Nontraditional Students, Statistical Analysis, Student Characteristics, *Student Evaluation

This study investigated how students over the age of 30—nontraditional students—performed in the university setting compared to traditional students (under age 30). Overall classroom performance was evaluated by teacher-made assessments for the two groups of students, who were enrolled in an undergraduate technical writing course during the spring semester 2000. The population consisted of 6 students over age 30 and 15 students under age 30. Although sex was not a factor in the study, 8 students were female and 13 were male. Students were majoring in a variety of subjects. The mean mid-semester percentage score for the students over age 30 was 89; for those under age 30 it was 86. A "t" test score of .857 and 19 df indicated no significant difference between the traditional and nontraditional students. (Contains 20 references.) (RH)

ED 442 420 HE 033 018

Shulman, Lee S.

Fostering a Scholarship of Teaching and Learning.

Georgia Univ., Athens. Inst. of Higher Education. Pub Date—2000-00-00

Note—24p.; Paper presented at the Annual Louise McBee Lecture, University of Georgia (10th, Athens, GA, October 1998).

Available from—Institute of Higher Education, The University of Georgia, Athens, Georgia 30602-1772.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Educational Finance, *Educational Research, Educational Researchers, Higher Education, Research and Development, *Scholarship, Teacher Associations, *Teacher Role,

*Teaching (Occupation), Writing for Publication

Identifiers—American Association for Higher Education, *Carnegie Foundation for Advancement of Teaching

This paper, by the President of the Carnegie Foundation for the Advancement of Teaching, advances the need for scholarship in teaching. Just as research is not done until it has been shared, this is true also of scholarship in teaching: it is not private, but public; it is made available to and is critically reviewed by peers; it can be built upon by others. To promote the scholarship of teaching, the Carnegie Foundation has created a new program called the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), the three components of which are intended to enhance the scholarship of teaching in colleges and universities as well as in elementary and secondary schools. The first component, in conjunction with the Pew Scholars Program, is the creation of a Center for Advanced Study, where those devoting energies to the scholarship of teaching have a place to work with others interested in the same problems. The second component, a collaboration with the American Association for Higher Education, is the development of 80 campus-based teaching academies. The third component is working with disciplinary and professional associations to ask how the scholarship of teaching can move from the periphery to the center in their discipline or profession. (RH)

ED 442 421 HE 033 019

Kezar, Adrianna

Summer Bridge Programs: Supporting All Students. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-2000-3

Pub Date—2000-06-00

Contract—RR-99-00-0036

Note—4p.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC; Tel: 800-773-3742 (toll free); fax: 202-452-1844; Web site: <http://www.eric.org>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, Accessibility (for Disabled), Diversity (Student), *Educational Counseling, Educationally Disadvantaged, Elementary Secondary Education, Equal Education, Foreign Students, Higher Education, Limited English Speaking, *Non English Speaking, *Nontraditional Education, *Remedial Programs, School Business Relationship, School Community Relationship, Student Subcultures, *Summer Programs, *Transitional Programs

Identifiers—*ERIC Digests

Over the last thirty years access to higher education has expanded markedly. Remediation and support programs, including summer bridge programs, have grown in response to the needs of international students, non-English speakers and disabled students, and others who need help in gaining an equal footing with other students. The other main thrust of these programs is to retain these new populations within higher education. The summer programs offer a wide range of activities: academic support, study skills, career counseling, parent involvement, developing relationships on campus, computer literacy, and partnerships with business, communities, and K-12 educators. Individualization of the curricula and programs to the needs of each campus is essential. Every program should begin by developing a mission statement and goals that serve as the foundation of any evaluation, recognizing that it is not usually possible to offer all activities and to serve all populations. Bridge programs are also gaining support internationally, as other countries expand their higher education systems; many are

looking to U.S. models, and our institutions need to support and nurture these programs. (RH)

ED 442 422 HE 033 020

Toward an Affordable Future: Report of the Missouri Commission on the Affordability of Higher Education.

Missouri State Coordinating Board for Higher Education, Jefferson City.

Pub Date—1999-12-09

Note—42p.

Available from—Missouri State Coordinating Board for Higher Education, 3525 Amazonas Drive, Jefferson City, MO 65109; Tel: 573-751-6635; Fax: 573-751-6635; Web site: <http://www.mocbhe.gov>.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, Educational Finance, Educational Legislation, *Educational Policy, Government School Relationship, Higher Education, Paying for College, Politics of Education, Public Support, State Boards of Education, State Surveys, Statewide Planning, *Student Costs, *Student Financial Aid, *Student Loan Programs

Identifiers—*Missouri

This report presents the findings of a commission established by the Missouri State Coordinating Board of Higher Education in response to concerns posed by the rising cost of undergraduate attendance at institutions of higher education. The commission's charge was to review pertinent data and make recommendations to the higher education community on the price of attendance, factors affecting the cost of attendance, the role of financial aid, the state of public information and the need for greater accountability, and the relevant public policy issues. The commission found: there has been a shift in responsibility for the financing of higher education to students and their families, with this burden increasingly being financed through student loans; institutional aspirations and public expectations have a significant impact on cost; Missouri residents have access to a diverse system of public and private higher education institutions that offer a wide range of choices in terms of tuition and fee levels; state-level policymakers and the public have a limited understanding of institutional pricing policies and the reasons for the increasing costs of higher education; and because of various subsidies, no student pays the full cost of college. Charts and tables examine tuition costs and fees, and federal and state financial aid. The final section of the report presents the Commission's recommendations. (Contains 36 references.) (RH)

ED 442 423 HE 033 021

Zemsky, Robert, Ed.

A Lens to the Enterprise.

Pennsylvania Univ., Philadelphia. Inst. for Research on Higher Education.; Knight Collaborative, Akron, OH.

Spons Agency—John S. and James L. Knight Foundation, Miami, FL.

Pub Date—1999-02-00

Note—14p.

Available from—Institute for Research on Higher Education, 4200 Pine Street, 5A, Philadelphia, PA 19104-4090; Tel: 800-437-9799 (toll free); e-mail: pp-requests@irhe.upenn.edu; Web site: <http://www.irhe.upenn.edu/pp>.

Journal Cit—Policy Perspectives; v8 n3 Feb 1999

Pub Type—Collected Works - Serials (022) —

Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Clinical Teaching (Health Professions), *Community Health Services, Cost Effectiveness, Educational Change, Educational Economics, Educational Environment, Efficiency, Higher Education, Medical Care Evaluation, *Medical Education, *Medical Schools, Primary Health Care

This essay is based on a series of roundtables convened through the Knight Collaborative National Medical Education Roundtable. It reports that the challenges and transformations experienced in recent years by community-based medical schools and clinical campuses offer a lens to the

whole higher education enterprise, and asks the fundamental question of how the mission of education and community service can distinguish community health care in an increasingly complex and competitive market. It was expected that community-based medical schools and clinical campuses would help reverse the trend that disproportionately rewarded specialists compared to general practitioners. Increasingly, the search everywhere was for efficiencies and cost savings, giving rise to intrusions that previously would have been unthinkable: third-party payers who decide when treatment is warranted and who will provide it; public plans to ration health care; a reduction in the number of hospital beds; and the rise of for-profit hospitals that promise to use market forces to reduce health care costs. As a result, community-based medical schools and clinical campuses recognize that they have to operate less like institutions whose missions command unrestricted financial support and more like enterprises that generate revenue from their capacity to deliver services at market price. (RH)

ED 442 424 HE 033 022

Zemsky, Robert, Ed.

The Third Imperative.

Pennsylvania Univ., Philadelphia. Inst. for Research on Higher Education; Knight Collaborative, Akron, OH.

Spons Agency—John S. and James L. Knight Foundation, Miami, FL.; National Center for Postsecondary Improvement, Stanford, CA.; Association of American Universities, Washington, DC.; American Council on Education, Washington, DC. Higher Education Panel.

Pub Date—1999-11-00

Contract—R309A60001

Note—13p.

Available from—Institute for Research on Higher Education, 4200 Pine Street, 5A, Philadelphia, PA 19104-4090; Tel: 800-437-9799 (toll free); e-mail: pp-requests@irhe.upenn.edu; Web site: <http://www.irhe.upenn.edu/pp>

Journal Cit—Policy Perspectives; v9 n1 Nov 1999

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Educational Legislation, Educational Research, Federal Aid, *Federal Programs, Government Role, *Government School Relationship, Higher Education, *Institutional Advancement, Institutional Autonomy, Institutional Mission, Lobbying, Marketing, Peer Evaluation, *Politics of Education, Public Policy, Public Relations, *Public Support, *Research, Research Universities

This essay reports on a roundtable of higher education leaders, association heads, government officials, and public policy experts that examined the changes in policymakers' attitudes toward federally sponsored research. Since World War II national science policy has made universities the principal locus of basic research in the United States. But an increasing sense of disjunction between the values of the academy and the dispositions of the federal government reflects changes in a society increasingly skeptical of the claims to special treatment often made by colleges and universities. The intensified pace of the political process has led the federal government to allow markets to replace policy commitments intended to sustain traditional institutions' academic values and processes. It matters less to Washington whether a student spends a Pell Grant attending a for-profit trade school or a traditional institution. This essay argues that for colleges and universities to succeed, they must become mission centered, market smart, and politically savvy: mission centered to find and adhere to central academic values and missions; market smart to promote coherence and cohesion; and politically savvy to understand the changed nature of the political process in which only a limited number of goals can be achieved. (RH)

ED 442 425 HE 033 023

Zemsky, Robert, Ed.

The Data Made Me Do It.

Pennsylvania Univ., Philadelphia. Inst. for Research on Higher Education; Knight Collaborative, Akron, OH.

Spons Agency—John S. and James L. Knight Foundation, Miami, FL.

Pub Date—2000-03-00

Note—14p.

Available from—Institute for Research on Higher Education, 4200 Pine Street, 5A, Philadelphia, PA 19104-4090; Tel: 800-437-9799 (toll free); e-mail: pp-requests@irhe.upenn.edu; Web site: <http://www.irhe.upenn.edu/pubs>

Journal Cit—Policy Perspectives; v9 n2 Mar 2000

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Computer Uses in Education, Data Analysis, Databases, Higher Education, Information Needs, Information Utilization, Marketing, Partnerships in Education, *Public Support, *Strategic Planning

This essay derives from roundtable discussions of teams from seven research universities involved in a Knight Collaborative Engagement on Academic Indicators and Information Systems to Guide Resource Decisions. While colleges and universities are built on the premise that good data, well tested by an often adversarial process of discovery and verification, can yield fundamental truths about how things work and how they ought to, most institutions have yet to learn how to use data strategically. The practice uses data for narrow and parochial causes, often to protect the existing order; seldom is data used as the instrument of strategy, that is, to gauge the capacity of an institution to fulfill current commitments or pursue new opportunities, to understand external markets and the competition for new or existing programs and services, to analyze the opportunities for new ventures through collaboration among departments and centers, or to explore the prospect of even broader collaboration with other colleges and universities. The essay suggests use of a matrix of domains and capacities to support strategic decision making and development of a national data base centered on collective performance to demonstrate responsibility for service to the public. (RH)

ED 442 426 HE 033 024

Wegner, Gregory R.

Arizona State University. Exemplars.

Knight Collaborative, Akron, OH.; Pennsylvania Univ., Philadelphia. Inst. for Research on Higher Education.

Spons Agency—John S. and James L. Knight Foundation, Miami, FL.

Pub Date—1999-11-00

Note—10p.; Published as a companion to "Policy Perspectives."

Available from—Exemplars, Institute for Research on Higher Education, 4200 Pine Street, 5A, Philadelphia, PA 19104-4090; Tel: 800-437-9799 (toll free); e-mail: pp-requests@irhe.upenn.edu; Web site: <http://www.irhe.upenn.edu/knight/knight-main.htm>

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Change Strategies, *Faculty College Relationship, *Faculty Evaluation, Higher Education, Institutional Autonomy, Participative Decision Making, *Performance Based Assessment, Personnel Policy, State Boards of Education, State Standards, State Universities, *Tenure, Tenured Faculty

Identifiers—Arizona, *Arizona State University, Post Tenure Review

This report discusses how the Arizona Board of Regents, which has governing authority over the state's three public universities, dealt with the inability of the universities to respond to new societal needs in a timely manner; a major impediment was felt to be tenure. After a series of meetings of administrators and faculty leaders, the Board agreed to take the question of tenure off the table, provided that post-tenure review policies be developed that would give the institutions the power to take prompt corrective measures when faculty performance was less than satisfactory. The Board of Regents wanted a process that included an external

reviewer and that had common principles for the whole system. After consensus was reached on the new policy, leaders at Arizona State University were faced with the challenge of selling the post-tenure review process to the faculty. Trust between administration and faculty was a key element in forging the policy that was approved by the faculty. The plan that was developed preserved the concept of academic freedom, recognized the importance of tenure to the institutions and faculty, built on the existing system of annual performance review, and was not punitive, but a process that enabled faculty to overcome identified deficiencies. (RH)

ED 442 427 HE 033 025

Wegner, Gregory R.

South Dakota Board of Regents Institutions.

Policy Exemplars.

Knight Collaborative, Akron, OH.; Pennsylvania Univ., Philadelphia. Inst. for Research on Higher Education.

Spons Agency—John S. and James L. Knight Foundation, Miami, FL.

Pub Date—2000-03-00

Note—14p.; Published as a companion to "Policy Perspectives."

Available from—Exemplars, Institute for Research on Higher Education, 4200 Pine Street, 5A, Philadelphia, PA 19104-4090; Tel: 800-437-9799 (toll free); e-mail: pp-requests@irhe.upenn.edu; Web site: <http://www.irhe.upenn.edu/knight/knight-main.html>

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), Change Strategies, Educational Change, *Educational Finance, *Educational Planning, Educational Policy, Educational Quality, Enrollment Management, Government School Relationship, Higher Education, *Institutional Cooperation, Performance Based Assessment, Politics of Education, Public Support, State Boards of Education, *State Government, *State Standards, State Universities

Identifiers—*South Dakota

This report describes the efforts of South Dakota's six public universities to increase their quality, accountability, and efficiency. Through the initiatives of the South Dakota Board of Regents, which is the governing authority, they have moved from a system that funds institutions by enrollment to one that provides base funding with incentives for performance. The universities undertook a program to eliminate under-enrolled classes and reinvest the savings in faculty development and technology. A new series of councils links the research and teaching activities of the six faculties. The institutions' progress in working together more effectively addressed concerns of the state's elected officials and business leaders, who felt that the institutions were inefficient and incapable of change. Under mandate from the Board of Regents, they also began to recast their separate general education requirements around a coherent set of learning goals that students would be expected to achieve at any of the six universities. The number of general education courses was reduced from 520 to 130 across the system, and students are required to complete general education requirements in foundation-level courses in their first 2 years. Listed at the end of the report are learning goals, major initiatives, interviewees, and institutional statistics. (RH)

ED 442 428 HE 033 026

Fincher, Cameron

The Consolation of Scholarship. IHE Perspectives.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date—1999-05-00

Note—8p.

Available from—Institute of Higher Education, Meigs Hall, University of Georgia, Athens, GA 30602-1772; Tel: 706-542-3464; fax: 706-542-7588; Web site: <http://service.uga.edu/ihe/>

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Educational Principles, *Educational Research, Educational Researchers, Effective Schools Research, Graduate Study, Higher

Education, *Institutional Research, Institutions, *Scholarship, Self Evaluation (Groups), *Theory Practice Relationship

This monograph discusses some of the difficulties that colleges and universities encounter when they seek to study themselves. It finds that despite commendable efforts to establish doctoral programs in higher education, institutes and centers for the study of higher education, and offices of institutional research, there are many discrepancies between what is known and what is believed about institutions of higher learning. The most publicized criticism of educational research has been its inability to demonstrate the effectiveness of federally funded programs. The essay goes on to examine the establishment of centers for research in higher education as part of the movement to support research on issues and problems related to postsecondary education, and the later shift of federal funding which directed research toward evaluation, planning, and management. The essay also examines the role of institutional research for data-gathering and reporting, as well as for organizational and operational purposes, concluding that educational research has not had any sustained influence in the reform of education at any level. The essay concludes that higher education is, nonetheless, worthy of study with the best of scholarly methods, and that as a field of doctoral study, higher education should be the "study of institutions." (CH)

ED 442 429 HE 033 027

Fincher, Cameron

When Universities Are Worthy of the Name.

IHE Perspectives.

Georgia Univ., Athens. Inst. of Higher Education. Pub Date—1999-10-00

Note—8p.

Available from—Institute of Higher Education, Meigs Hall, University of Georgia, Athens, GA 30602-1772; Tel: 706-542-3464; fax: 706-542-7588; Web site: <http://service.uga.edu/ihe/>.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Institutional Characteristics, *Institutional Environment, Institutional Mission, *Institutional Role, Peer Institutions, *Reputation, *Universities, Upper Division Colleges

This monograph argues that university status should be conferred on colleges only when they have reached a specified level of achievement within their various academic programs, and that when changes are made in an institution's administrative structure and academic organization, something other than institutional aspirations should serve as the criteria. The essay defines some of the distinctive features of university status, including patterns of instruction, research, and service; recruitment and education of students capable of becoming scientists, scholars, and professionals; and the existence of facilities (libraries, laboratories, computer centers, museums) essential to a higher-level academic environment. Also noted are the significant differences between universities and other institutions on the applications and uses of knowledge, and the indicators of status and image. The essay concludes that a university is worthy of its name when: most of its constituencies appreciate its mission and role as an institution of higher learning; curricula include humanities and fine arts, physical and biological sciences, behavioral and social sciences, and professional or applied fields of specialization; governing boards represent the public interest; heritage, tradition, and current programs give a unique sense of purpose and meaning; and the university displays maturity and the capacity for continuing growth and development. (CH)

ED 442 430 HE 033 028

Fincher, Cameron

The 20th Century: Past and Future. IHE Perspectives.

Georgia Univ., Athens. Inst. of Higher Education. Pub Date—1999-12-00

Note—8p.

Available from—Institute of Higher Education, Meigs Hall, University of Georgia, Athens, GA 30602-1772; Tel: 706-542-3464; fax: 706-542-

7588; Web site: <http://service.uga.edu/ihe/>.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Change, Educational Assessment, Higher Education, *Historiography, Institutional Mission, *Intellectual History, Majority Attitudes, Mass Media Effects, Public Opinion, Public Policy, Social Attitudes, *Social History, Universities

Identifiers—*Twentieth Century

This monograph looks back at the 20th century, seeking to learn about the present by learning from the past. One challenge to institutions of higher learning today is the denial of the intellectual and cultural heritage of the university as a time and place to study and learn, as a community of scholars and scientists, and as a place where knowledge is created, disseminated, and used. The essay challenges those who denounce "rote learning," noting that personal, collective, and institutional memory are essential for comprehension and understanding. The past is where we find it and what we make it. When we recall and use the past to learn about the present, we must do so on the premise that what we learn is related to how we use collective and personal memory and how we study and apply what we recall. The essay concludes that the social, cultural, and educational consequences of 20th century discoveries, inventions, and innovations provide an incentive to learn about the past, and to comprehend and use the knowledge gained. (CH)

ED 442 431 HE 033 029

EDEXpress Packaging Training, 2000-2001.

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2000-00-00

Note—569p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF02/PC23 Plus Postage.

Descriptors—*Educational Finance, *Financial Aid Applicants, Higher Education, Need Analysis (Student Financial Aid), *Paying for College, *Student Financial Aid, Student Financial Aid Officers

This training manual is intended for use by higher education institutions that use the electronic student financial aid packaging process in a Windows environment. Each unit in the manual is organized into several lessons; each lesson presents the material and then provides practical application materials. The first unit is an overview of the EDEXpress Packaging system. The second unit covers system setups, and includes lessons on the user database, various types of documents and document tracking procedures, budgets, fund maintenance, and award methodology. Unit 3 covers managing data, and Unit 4 covers document tracking. Unit 5 covers working with student awards and includes lessons on validating packaging data and creating and modifying financial aid packages. Unit 6 covers EDEXpress reports. Unit 7 offers 13 advanced exercises that help the user apply the lessons learned in prior units. Five appendices cover working with queries and provide blank worksheets, answer keys, sample user letters, and a quick reference section. (CH)

ED 442 432 HE 033 030

EDEXpress Pell Training, 2000-2001.

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2000-00-00

Note—383p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC16 Plus Postage.

Descriptors—*Educational Finance, *Financial Aid Applicants, Higher Education, Need Analysis (Student Financial Aid), *Paying for Col-

lege, *Student Financial Aid, Student Financial Aid Officers

Identifiers—*Pell Grant Program

This training manual is intended for higher education institutions that process Federal Pell Grants under a new system called the recipient financial management system (RFMS). The RFMS system is part of the electronic data exchange process which allows schools to send and receive Title IV student financial aid application data to and from the Department of Education. The manual is organized in six units: Unit 1 is an overview and introduction to the RFMS system. Unit 2 covers origination and explains how to enter, export, and import data both manually and electronically. Unit 3 covers disbursement and provides lessons in handling multiple reporting records; creating, exporting and importing disbursement records; and creating special disbursement records. Unit 4 covers funding, and Unit 5 covers requesting data. Unit 6 is a review lesson on applying what has been learned. The three appendices include charts of record layouts, a glossary, and answers to exercises. (CH)

ED 442 433 HE 033 031

Chen, Shying Cheng, David X.

Remedial Education and Grading: A Case Study Approach to Two Critical Issues in American Higher Education. A Research Report Submitted to the Research Foundation of the City University of New York.

Spons Agency—City Coll. Research Foundation, New York, NY.

Pub Date—1999-06-00

Contract—PSC-CUNY-RG-669282

Note—59p.; Papers based on the studies were presented at the Annual Forum of the Association for Institutional Research (39th, Seattle, WA, May 30-June 2, 1999) and at the Anniversary Conference of North East Association for Institutional Research (25th, Philadelphia, PA, November 14-17, 1998).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Academic Persistence, College Students, Compensatory Education, *Dropout Research, *Educationally Disadvantaged, *English (Second Language), *Grade Inflation, High Risk Students, Higher Education, Language Skills, Non English Speaking, Remedial Mathematics, *Remedial Programs, Remedial Reading, School Holding Power, Student Attrition, Time to Degree

Identifiers—*City University of New York

This study, which focuses on one college of the City University of New York (CUNY), is in two parts. The first part is a paper titled "Open Admissions and CUNY in Crisis: A Comparison of Remedial and Non-Remedial Students"; the second paper is titled "Factors Affecting Grading Practices." The first study examined the difference between students who received remediation and those who did not need it, and assessed the differential impact of open and selective admissions. Sixteen data tables and 7 figures are included. The study found that students' native language played a major role in determining the need for remediation; that remedial students narrowed the academic performance gap as compared to nonremedial students during the normal 4-year period of college study; and that students with a greater need for remediation required a longer period of retention. The second paper discussed practical concerns of grade inflation. Findings revealed that adjunct faculty gave higher grades than full-time faculty; that faculty rank had only a marginal effect on grading; that grades in the humanities and social sciences were higher than in science and technology; and that the higher the course level, the higher the average grade. (Contains 56 references and 20 notes.) (CH)

ED 442 434 HE 033 032

Wolverton, Mimi Poch, Susan

The Nexus between Academic Deans and Corporate CEOs: An Opportunity in the Making.

Pub Date—2000-00-00

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—College Presidents, *Deans, Higher Education, Individual Characteristics, Individual Development, *Leadership, *Leadership Qualities, Leadership Training, Management Development, Mentors, Middle Management, Professional Development, Professional Training

Identifiers—Chief Executive Officers, Washington State University

This study points out the similarities between the backgrounds of corporate chief executive officers (CEOs) and academic deans. It notes that most CEOs are fairly well educated white males who rose through the ranks of middle management to reach their current positions; the typical dean has a doctoral degree, has often been a department chair or associate dean, and is white, male, and middle-aged. This study explores the influences—parental expectations and participation in school and college leadership activities—that relate to adults as leaders, examining these findings in relation to a study of academic deanship conducted by the Center for Academic Leadership at Washington State University. Almost 70 percent of respondents in the latter study characterized their parents as stressing high standards of excellence during their formative years. Most deans also participated in one or more youth leadership activities, with the majority choosing community-oriented activities. This paper finds that the formative experiences of academic deans and corporate CEOs are similar; parental expectations for both groups are high; both groups have comparable academic backgrounds, and both groups hone their leadership skills in high school and college. Therefore, the paper suggests, reciprocal networking and mentoring between corporations and universities could benefit all those involved. (Contains 27 references.) (CH)

ED 442 435

HE 033 033

Barbour, Ann Chee, Anna Frank, Carolyn Land, Robert Lang, Frances Kuwahara Quinn, Juli Uy, Frederick

The Newbie Prof Experience: The Acclimation Process of Seven New Professors.

Pub Date—2000-00-00

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Elementary Secondary Education, *Faculty Development, Higher Education, *Individual Development, Mentors, School Orientation, *Staff Development, *Teacher Orientation, Teacher Surveys

Identifiers—California State University Los Angeles

This paper examines the experiences of seven new faculty at a charter school of education at California State University Los Angeles. The seven new professors in the study were asked to engage in ethnographic interviews that described and categorized their experiences, and contrasted them with other events. Interview questions focused on: descriptions of experiences; mentors in the university; differences between teaching in elementary/high schools and in higher education; challenges of being new professors; and benefits of being in a cohort of new professors. The study found that the responses of the new professors differed considerably. While some found the mentor relationship satisfactory, others did not. Reactions to the usefulness of orientation meetings and a course on university instruction found the former welcoming but the latter not useful. Other factors or experiences which were helpful in acclimating to university life included helpful senior faculty, office mates, the division chairperson, key office staff, and being part of the cohort itself. The paper concludes that those experiences that were based on personal connections and two-way communication, rather than formalized institutional events, were most useful in

promoting acclimatization to the university setting. (CH)

ED 442 436

HE 033 034

Iked, Elaine, K.

How Reflection Enhances Learning in Service-Learning Courses.

Spons Agency—California Univ., Los Angeles. Graduate School of Education & Information Studies; California Univ., Los Angeles. Higher Education Research Inst.

Pub Date—2000-04-00

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Focus Groups, Higher Education, Interviews, *Learning, Learning Modalities, Reflective Teaching, School Community Programs, School Community Relationship, *Service Learning, *Student Experience, Student Participation, Student Surveys, Student Volunteers

This study examines the importance of structured reflection in service-learning courses. The study consisted of interviews with 15 faculty and 72 students from three different higher education institutions; interviews were conducted between October 1998 and March 1999. Focus group interviews with faculty gathered information about course design, classroom practices, and faculty perceptions of student learning. Student interviews focused on how students interpreted the service experience in relation to the course, that is, the connections between academic course material and the community work/service experience; the role reflection played in the course and in their personal and academic development; and the things they did in and out of class to help connect the service experience and the formal course content. The study found that it is essential to provide structured, intentional reflection in service-learning courses, and that reflection enhances learning by connecting the service experience to the academic course. (Contains 36 references.) (CH)

ED 442 437

HE 033 035

Lee, Jenny J.

Changing Religious Beliefs among College Students.

Spons Agency—Kellogg Foundation, Battle Creek, MI.

Pub Date—2000-00-00

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, *Beliefs, *College Students, Higher Education, *Religion, Student Attitudes, *Student Characteristics, Student Experience

Identifiers—Cooperative Institutional Research Program, Higher Education Research Institute, *Religiosity, Religious Affiliation, *Religious Commitment

This study asks how college attendance affects changes in students' religious beliefs, exploring factors in the college environment that account for such changes. Data for the study was derived from the 1994 Freshman Survey and 1998 College Student Survey conducted annually by the Higher Education Research Institute for the Cooperative Institutional Research Program. The sample for the study included over 4,000 students attending 76 four-year institutions; the primary dependent variable was a self-rating on changes in religious beliefs and convictions. Sections of the study cover the introduction, objectives, methodology, results, limitations, and discussion and conclusion. Some study results were contrary to what had been anticipated, e.g. while students tended to experience changes in religious beliefs, the direction of change was toward a strengthening of convictions. The study also supported past findings that students who

experienced a weakening of religiosity tended to be liberal males with negative emotional health experiences; females having positive emotional health were more likely to experience a strengthening of beliefs. One unexpected finding was that religious affiliation does not necessarily make a direct difference in students' religious convictions. The study suggests increased student-faculty interactions and support for religious student organizations and activities as ways to strengthen students' religious beliefs. (Contains 25 references.) (CH)

ED 442 438

HE 033 036

Mann, Chris

Using Computer-Mediated Communication To Investigate Gender Identities in Higher Education.

Spons Agency—Cambridge Univ. (England).

Pub Date—2000-00-00

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, *Computer Uses in Education, Data Interpretation, *Electronic Mail, Foreign Countries, Higher Education, Participant Observation, *Research Design, *Research Methodology, Research Problems, *Sex Differences, Social Class, Social Status

Identifiers—University of Cambridge (England)

This paper investigated the methodological challenges related to the use of computer-mediated communication (CMC) to investigate the impact of gender identity on student perceptions of university life. This longitudinal research project at the University of Cambridge (England) sought to determine the reasons for the disparity in numbers of first-class degrees awarded to women at Cambridge compared to other United Kingdom universities. The research questions focused on the perspectives/meanings reported by men and/or women within the institution; the different gender choices associated with different values or perspectives on society, with self-concept, and with institutional social processes; and the difference in gender choices and changes over time. The paper examines issues of "democratic exchange" in CMC interviews, and discusses the lack of physical cues, anonymity, and how social status or personality are projected within the constraints of an e-mail exchange. The paper also examines questions of on-line authenticity, noting that electronic networking opens possibilities for deception, and that there was no mechanism to ensure that messages continued to come from the same person over time. The study concludes, however, that rapport via e-mail interviews is possible, and that researchers and participants can find ways to compensate for the loss of embodiment. (Contains 37 references.) (CH)

ED 442 439

HE 033 037

Wang, Winnie

Service Learning: Is It Good for You?

Pub Date—2000-04-00

Note—33p.; Paper prepared for the Annual Meeting of the American Educational Research Association Conference Roundtable (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Career Development, Community Services, *Experiential Learning, *Field Instruction, Field Trips, Higher Education, Individual Development, *Outreach Programs, Self Actualization, *Service Learning, *Student Development, Student Participation

Identifiers—*University of California Los Angeles

This study explores the relationship between elements of the service learning pedagogy and the self-development of students. The study focuses specifically on undergraduates who participated in a

career-based outreach program (CBOP) at the University of California, Los Angeles. Observers followed four student fellows enrolled in a Community Service Learning for Student Achievement in fall/winter 1998-99 as they attended lectures and discussion groups and visited field sites. The data included weekly ethnographic field notes prepared by the observers, as well as one-on-one interviews with students. Three self-development outcomes emerged from the data: a commitment to loving people and loving the community; self-empowerment; and the quest to find purpose and meaning. Course elements that were influential in contributing toward self-development of undergraduates included the role of the professor, lecture content, discussions, and the field experience. Two appendixes include the interview protocol and a list of optimal learning principles. (Contains 40 references.) (CH)

ED 442 440 HE 033 038

Nesler, Mitchell S.

Factors Associated with Retention in a Distance-Based Liberal Arts Program.

Pub Date—1999-00-00

Note—12p.; Paper presented at the North East Association for Institutional Research Conference (26th, Newport, RI, November 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, Access to Education, Adult Education, College Attendance, Degrees (Academic), *Distance Education, Dropout Research, Enrollment Management, *External Degree Programs, Higher Education, Independent Study, Institutional Characteristics, *Liberal Arts, Majors (Students), Nontraditional Education, Open Universities, School Demography, *School Holding Power, Student Attrition, Student Characteristics

Identifiers—*Regents College NY

This study, conducted by Regents College (New York), a virtual university founded to serve the needs of adult learners, sought to determine factors associated with student retention in an external degree program. Assessment data for students enrolled in the Regents College undergraduate liberal arts program was derived solely from the student database for cohorts over a time period from July 1988 through June 1998. A wide range of demographic, academic, financial, and administrative variables that might be related to retention were examined. The study found that retention in the liberal arts program was influenced by demographic characteristics such as educational background, ethnicity, gender, military status, and the number and types of credits transferred in by the student. Graduation rates for Regents College bachelor of liberal arts degree seekers were found to be higher than those for nontraditional students nationally. (Contains 14 references.) (CH)

ED 442 441 HE 033 039

Gregory, Sheila T.

Selected Innovations in Higher Education Designed to Enhance the Racial Climate for Students of Color in Predominately White Colleges and Universities.

Pub Date—2000-00-00

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Black Students, *College Attendance, Diversity (Institutional), Educational Environment, Enrollment Influences, Enrollment Trends, Higher Education, Hispanic American Students, *Institutional Environment, *Literature Reviews, *Participation, Racial Bias, Racial Distribu-

tion, *Racial Factors, Racial Relations, School Culture, White Students

Identifiers—African Americans, American Indian Students, Latinos, Native Americans

This paper reviews the literature on campus climate as it relates to gaps in participation rates and attainment levels among White, African American, and Latino students. The paper cites reports noting that a large number of African American students perceive racism as a problem on campus, and that a majority perceive themselves to be potential targets of discrimination. It reviews legislation in passed in California to improve campus climate, and examines studies of predominately white institutions that have developed innovative programs to address the problem. The report also examines research studies that provide contexts for inclusion; these focus, for example, on peer groups, student activities that improve racial attitudes, and how perceptions of discrimination have a negative effect on students' grades. Another section in the paper examines many innovative strategies to improve the racial climate, citing papers by Tinto and Sedlacek among others, as well as programs developed by various universities throughout the United States. Still another section cites papers that examine the role of academic institutions and states in building and maintaining a welcoming campus atmosphere. (Contains 61 references.) (CH)

ED 442 442 HE 033 040

Schoorman, Dilya Camarillo, Barbara

Increasing Multicultural Awareness through Correspondence: A University-School Partnership Project.

Pub Date—2000-04-00

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*College School Cooperation, Computer Mediated Communication, Cross Cultural Training, *Cultural Awareness, *Electronic Mail, Higher Education, Internet, Literacy Education, *Middle School Students, Middle Schools, Multicultural Education, *Preservice Teachers, Writing Skills

This paper describes an e-mail-based correspondence project between 56 pairs of university-school partners: pre-service teachers enrolled in a multicultural education course, and middle school students enrolled in language arts classes in a culturally diverse, economically depressed community. The purpose of the critical action research project was to offer the pre-service teachers an opportunity to interact with students of diverse cultural backgrounds and to offer the middle school students an interesting way to engage in literacy development. Partners corresponded with each other for 10 weeks. Data examined includes letters written during the 10-week period, end-of-semester pre-service teacher project reports, weekly instructor field notes, faculty/pre-service student dialogue journals, and a questionnaire completed by middle school students at the conclusion of the project. Positive outcomes were seen in both student populations, including a broadening of multicultural awareness and improvements in skills development. The paper also discusses the advantages and disadvantages of technologically mediated communication. One disadvantage noted was the difficulty students had in interacting with someone they had not met; it was suggested that correspondents should be allowed to meet at the beginning of the correspondence. (Contains 38 references.) (CH)

ED 442 443 HE 033 041

Stallworth-Clark, Rosemarie Nolen, Martha T. Warkentin, Robert Scott, Janice S.

College Students' Academic Performance: The Interaction of Strategy Engagement, Content, and Context. A Roundtable Presentation.

Pub Date—2000-04-26

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

ing of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, College Freshmen, College Students, Educationally Disadvantaged, *Evaluation, *High Risk Students, Higher Education, *Learning Strategies, Performance Factors, Questionnaires, Reading Comprehension, *Remedial Reading, Study Skills, Teaching Methods

Identifiers—Student Activities Questionnaire

This study investigated the association between college students' engagement of learning strategies and their academic performance in a freshman psychology course. Three groups of students participated in the study: 22 at-risk freshmen who were taught learning strategies in a linked strategy-instruction course; 22 students who had previously taken a remedial reading course; and 184 regularly admitted freshmen and upper level students. The linked learning strategies course was an intensive introduction to studying in college, and students were taught to monitor reading comprehension using annotated marginal study questions. All three groups of students completed the Student Activity Questionnaire (SAQ) at the end of the psychology course. Data were analyzed to correlate and compare students' grades in the psychology course with SAQ scales that measured levels of cognitive processing, representation, memory augmentation, effort management, initiative, and efficacy. The at-risk students who received strategy instruction earned grades similar to the regularly admitted students. For all students, grades in the psychology course had a high positive correlation with levels of self-efficacy for academic learning in college; for the linked and regularly admitted students, grades in the course had a high positive correlation with levels of cognitive processing and effort management. Three data tables are appended. (Contains 23 references.) (CH)

ED 442 444 HE 033 042

Heller, Donald E.

The Role of Race and Gender in the Awarding of Institutional Financial Aid.

Spons Agency—Michigan Univ., Ann Arbor; Association for Institutional Research.

Pub Date—2000-04-00

Contract—3636, 98-104

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Access to Education, Asian American Students, Black Students, College Students, Correlation, *Educational Finance, Factor Analysis, *Grants, Higher Education, Hispanic American Students, Multivariate Analysis, *Need Analysis (Student Financial Aid), Paying for College, *Scholarship Funds, Statistical Analysis, Student Characteristics, *Student Financial Aid, White Students

Identifiers—African Americans, *National Postsecondary Student Aid Study

This paper analyzes data from the 1989-90 and 1995-96 National Postsecondary Student Aid Studies to examine the awarding of institutional need-based versus non-need grants to undergraduate students. The study examines how the use of the different types of scholarships has changed in recent years; characteristics of students who receive the grants; and whether race and gender are related to the awarding of grants. The sample for this study included full-time dependent students from four-year public and private research, doctoral, comprehensive, and liberal arts institutions; proprietary school students and students who received athletic scholarships were excluded. Bivariate analysis of the data demonstrated that white students were awarded a disproportionately large share of non-need grants in both study years, with their share increasing between 1989 and 1995. Multivariate

analysis found that gender had little to do with the awarding of institutional grants; that race was more of a determining factor in the awarding of grants, with the effects differing by type of institution and region; that African Americans were more likely to receive non-need grants; and that in 1995 Hispanics and Asian Americans in private colleges were more likely to receive non-need awards than were other students. (Includes nine data tables. Contains 30 references.) (CH)

ED 442 445 HE 033 043

Montez, Joni Wolverson, Mimi

The Challenge of the Deanship.

Pub Date—2000-04-25

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Deans, *Administrator Effectiveness, Administrator Qualifications, Administrator Role, *College Administration, *Deans, Higher Education, Leadership Qualities, Organizational Effectiveness, Private Colleges, School Administration, State Universities, Surveys

This paper addresses the evolution of the kinds of challenges that deans have met over time and examines perceptions of today's deans concerning their ability to deal effectively with current challenges. A sample of deans (n=695) in the colleges of education, business, liberal arts, and nursing at 360 public and private institutions was surveyed and asked to identify and rank order the three biggest challenges they expected to face in the next three to five years, and to rate how effectively they thought they would address each challenge. Seven general categories of anticipated challenges were identified: fiscal, administration, curriculum and program development, faculty, technology, personal balance, and diversity. The three rated most important were: (1) fiscal; (2) administration; and (3) curriculum and program development. Significant differences were found across the challenges, but no significant differences were found among deans grouped by minority status, institute type, and institutional rating. Regarding administrative challenges, older deans (age 50) and those with less than two years experience tended to see themselves as more effective than those who had longer tenure. (Contains 16 references.) (CH)

ED 442 446 HE 033 044

Nies, Charles Wolverson, Mimi

Mentoring Deans.

Pub Date—2000-04-00

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Deans, *Administrator Effectiveness, Administrator Qualifications, Administrator Role, *College Administration, *Deans, Higher Education, *Leadership Qualities, Organizational Effectiveness, Private Colleges, School Administration, State Universities, Surveys

Identifiers—Washington State University

This paper, which examines mentor relationships of academic deans, is part of a study conducted by the Center for Academic Leadership at Washington State University between October 1996 and January 1997. The study sample consisted of 1,370 deans (response rate 60 percent) at 360 public and private institutions, and the survey gathered information about deans' personal and institutional demographics, perceptions of role conflict and ambiguity, job responsibilities, perceptions of job-related stress, and their understanding of leadership. After reviewing other research on the subject, the report examines informal and formal mentoring; concepts of sponsorship and mentorship and the influence of tenure; networking; coaching; mentoring relation-

ships (of women and as related to race and ethnicity); and deans and mentoring. The study reports that while deans benefit from mentoring, regardless of race or gender, less than 50 percent receive mentoring support. It was found that the greatest obstacle to mentoring is that it is a predominantly voluntary, unrecognized, and unrewarded system that requires a great deal of initiative to begin and to maintain the relationship for both the mentee and the mentor. Five data tables are appended. (Contains approximately 38 references.) (CH)

ED 442 447 HE 033 045

Wolverson, Mimi Gonzales, Mary Jo

Career Paths of Academic Deans.

Pub Date—2000-04-00

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Deans, Administrator Effectiveness, *Administrator Qualifications, Administrator Role, *College Administration, *Deans, Higher Education, *Leadership Qualities, Nurses, *Nursing Education, Private Colleges, School Administration, State Universities, Surveys

Identifiers—Washington State University

This paper examines various career paths leading to deanship and considers the implications of the findings for women and minorities who aspire to this position. The paper is part of a larger study of academic deanship conducted by the Center for Academic Leadership at Washington State University between October 1996 and January 1997. Data for the study were gathered by a questionnaire sent to 1,370 deans (response rate 60 percent) at 360 public and private institutions; 41 percent of the respondents were women. Sections of this report examine the general profile of female, male, and minority-status deans; of deans by institution type and by discipline; and significant differences between male and female deans, between minority and non-minority deans, and of deans by institution type and discipline. Findings indicate that women and minorities remain underrepresented in deanships; noting that female representation in this study is skewed because half of the respondents were deans of nursing colleges. It was also found that deans do not follow a set career trajectory, and that most groups of deans did not see their position as a natural stepping stone to the provost position (more than 25 percent planned to return to faculty positions). Eight data tables are appended. (Contains 24 references.) (CH)

ED 442 448 HE 033 046

Doyle, Susan K. Edison, Marcia I. Pasarella, Ernest T.

The Influence of Instructional Processes on Student Cognitive Development.

Spons Agency—National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA.; Department of Education, Washington, DC.

Pub Date—2000-04-00

Contract—R117G10037

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). This study was conducted as part of the National Study of Student Learning at the University of Illinois at Chicago.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Measurement, *Cognitive Processes, Cognitive Tests, College Students, *Context Effect, Higher Education, *Learning, Learning Strategies, Learning Theories, Skill Development, Statistical Analysis, *Teaching Methods

This study sought to determine the extent to which instructional processes characterized by cognitive complexity influence the development of general cognitive abilities during the first, second,

and third years of college. The sample for the study consisted of incoming first-year students at 18 four-year and 5 two-year colleges and universities located in 16 states chosen to represent differences in colleges and universities nationwide on a variety of characteristics, including institution type and control, size, location, student residence patterns, and student ethnic distribution. Initial data was collected in fall 1992 from 3,840 students at 23 institutions; three follow-up data collections were done in spring 1993, 1994, and 1995. Controlling for factors such as precollege cognitive ability and academic motivation, ethnicity, gender, socioeconomic status, age, college experiences, work responsibilities, and pattern of courses taken, the extent to which students reported instructor use of higher-order questions on examinations, assignments, and in classroom discussions was significantly and positively associated with end-of-year cognitive development for each year of the study. Additional analyses suggested that the net cognitive impact of the instructional processes were general rather than conditional. Four data tables are appended. (Contains 25 references.) (CH)

ED 442 449 HE 033 047

Gasman, Marybeth

Passport to the Front of the Bus: The Impact of Fisk University's International Program on Segregation in Nashville, Tennessee.

Pub Date—2000-04-00

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Achievement, Black History, Blacks, Civil Rights, Cultural Interrelationships, *Desegregation Effects, *Diversity (Student), Foreign Students, Higher Education, *International Studies, Personal Narratives, Racial Integration, *Racial Segregation, Reminiscence

Identifiers—*Fisk University TN, Tennessee (Nashville)

In the 1950's, Charles S. Johnson, the first black president of Fisk University (Tennessee), greatly expanded the institution's international program, attracting many foreign students to the school and creating a milieu that gave American blacks the benefits of integration. This paper examines how the presence of outsiders and outside influences made the segregationist status quo arrangements of the South impractical, absurd, and essentially unenforceable. The international center drew upon cultural, political, and artistic resources from around the world, and programs were open to all Fisk students and the local citizens of Nashville. By encouraging students to think in a global manner, the program attempted to end students' isolation from world ideas; exposure to outside influences fed the changing mindset of Fisk students and accustomed them to an integrated life style and encouraged them to challenge the norms of the local community. The boundary-pushing international program helped introduce a different way of thinking about race to American blacks at Fisk—one in which integration was possible and desirable. (Contains 26 endnotes.) (CH)

ED 442 450 HE 033 048

Read, Jeannie, Ed.

Statistical Profile of Higher Education in West Virginia, 1999-2000: Enrollment, Programs Offered, Degrees Conferred, and Completers of Teacher Certification Programs, Faculty and Staff Characteristics, Fiscal Data.

West Virginia State Coll. and University Systems, Charleston.

Pub Date—2000-00-00

Note—215p.; For the 1998-99 report, see ED 431 371.

Available from—State College and University Systems of West Virginia, 1018 Kanawha Boulevard, East, Suite 700, Charleston, West Vir-

ginia 25301; Tel: 304-558-2101; Fax: 304-558-0259; Web site: <http://www.scusco.wvnet.edu>.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—*College Faculty, *Educational Finance, *Enrollment, Higher Education, Private Colleges, State Colleges, State Universities, Statistical Data, Tables (Data), Teacher Certification, *Teacher Characteristics, Trend Analysis

Identifiers—*West Virginia

This report presents data on enrollment, degrees conferred, faculty, and financing for West Virginia institutions of higher education. The data tables examine the characteristics of the 26 institutions in West Virginia's university and state college system, including five- and ten-year trends showing enrollment growth and progress in such areas as student access and diversity. A map showing institution locations and a list of the institutions precedes the tabular material. Tables are grouped into four chapters: (1) enrollment (1990-99), including credit headcount enrollment, full-time equivalent enrollment, in-state enrollment, student age distribution, and continuing education activity; (2) programs offered, degrees conferred, and completers of teacher certification programs, including programs and degrees at public and independent institutions, completers of approved teacher certification programs (1989-99), and total degrees conferred (1989-99); (3) faculty and staff characteristics, fall 1999, including academic rank of full-time instructional faculty, highest degree held by part-time faculty, age of full/part-time faculty, instructional faculty by ethnicity, tenure of instructional faculty, and average nine-month salary; and (4) fiscal data, 1998-99, including statements of current funds revenues, expenditures, transfers and other changes for the combined system, university system statements, state college system statements, and student tuition and fees. (CH)

ED 442 451

HE 033 049

Randall, Monica E.

Retention and Graduation Rates at Maryland Public Four-Year Institutions.

Maryland State Higher Education Commission, Annapolis.

Report No.—MHEC-2000-RES-6

Pub Date—2000-06-00

Note—71p.

Available from—Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Academic Persistence, Asian American Students, Black Students, *College Attendance, *College Graduates, Enrollment Management, Ethnic Groups, Females, Higher Education, Hispanic American Students, Males, *School Holding Power, *State Colleges, *State Universities, Tables (Data), Whites

Identifiers—African Americans, *Maryland

This report presents retention and graduation patterns of full-time undergraduate students at Maryland's public four-year colleges and universities from 1979-98, and specifically the number and percentage of students who were retained at their original public four-year campus and those who graduated from any senior college or university in the state. Tables cover: (1) trends in retention and graduation rates (1978-98) for all students, by ethnicity and by gender; (2) trends in retention and graduation rates (1978-98) by institution for all students, by ethnicity (African Americans and whites), and by gender. The report notes that the statewide second-year retention rate was 81.9 percent, the highest ever; retention rates for African American students are lower than those of other groups; and for female students retention of the 1998 cohort was 82.9 percent compared to 80.6 percent for male students. The six-year graduation rate statewide for all new full-time students was 55.4 percent, a slight decline from the previous year; African American students lag behind those of other ethnic groups, although the gap has narrowed since 1978; and women are more likely to graduate in six years than men. Also noted are the schools with the highest

second-year retention and graduation rates, by ethnicity and by gender. (CH)

ED 442 452

HE 033 051

Inoue, Yukiko

A Statistical Profile of the Differences between Undergraduate Women in Guam and Japan: Their Status Aspirations and Occupational Ethics.

Spons Agency—Guam Univ., Mangilao. Graduate School and Research Council.

Pub Date—1999-08-00

Note—52p.; Paper presented at the Arts and Science Research Conference (March 1999); cover title is "A Statistical Profile of the Difference Between Undergraduate Women in Guam and Japan: Women's Status Aspiration and Occupational Ethics."

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Aspiration, Cultural Influences, Expectation, Family Work Relationship, Females, Feminism, Foreign Countries, Higher Education, Japanese, Job Satisfaction, *Life Satisfaction, *Occupational Aspiration, Personal Autonomy, *Quality of Life, Quality of Working Life, Questionnaires, *Self Actualization, *Sociocultural Patterns, Student Characteristics, Student Motivation, Tables (Data), Values, Womens Education, Work Ethic

Identifiers—*Guam, *Japan

This study sought to better understand the academic and social aspirations of undergraduate women in Guam and Japan. A survey question examined whether significant differences existed between Guamanian and Japanese undergraduate women in status aspirations and occupational ethics and in their life course selection. The questionnaire's five sections included: academic and social aspirations, gender equality in employment and work ethics, self-evaluation, life-course selection, and demographic information. Respondents included 111 undergraduates at the University of Guam and 131 undergraduates at two universities in Japan. Multiple regression analyses measured the association of status aspirations with the life course selection. The study found the ranking of status aspirations similar in both groups, but found the magnitude significantly different, with Guamanian women overall aspiring much higher than Japanese women. Similarly, in measures for occupational ethics, rankings were similar but magnitudes were significantly different. The correlation of variables on the relationship of life course selection with status aspirations was moderate. For Guamanian women, the contributing factors were getting married and having a child; for Japanese women, having a profitable job and becoming a mentor for the next generation were the contributing factors. The questionnaire is appended. (Contains approximately 45 references.) (CH)

IR

ED 442 453

IR 019 897

Infopowering the Commonwealth. Virginia's Public Libraries: Electronic Resource Libraries for 21st Century Information. A Strategic Technology Plan for Public Libraries to the Joint Commission on Science and Technology.

Virginia State Library, Richmond.

Pub Date—1998-11-00

Note—112p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Access to Information, Costs, Electronic Libraries, Information Technology, *Internet, *Library Planning, *Library Services, Library Surveys, *Public Libraries, State

Libraries, State Programs, Strategic Planning, Telecommunications

Identifiers—Access to Technology, *Electronic Resources, *Technology Plans, Universal Service (Telecommunications), Virginia

This strategic technology plan for Virginia's public libraries presents current findings, recommendations, and the steps required to achieve universal access to electronic information. Introductory material includes lists of members of the Library of Virginia Board and Technology Plan Committee, an executive summary, and vision statement. The first section provides background on the national and state networking environment, including the Internet, Federal Telecommunications Act of 1996, Universal Service Fund, developments in the Commonwealth, the Virginia Library and Information Network, and the current status of public access via Virginia's public libraries. The second section summarizes recommendations related to infrastructure, content, acceptable Internet use policy, retrospective conversion of bibliographic records, and monitoring and evaluation. The third section presents three-year costs for the recommendations. Appendices include a survey of public and staff access to the Internet at Virginia public libraries, the 1998 Lynch report, a map of Virginia public libraries providing public access to the Internet, Internet costs, content costs, and Library of Virginia staff support costs. (MES)

ED 442 454

IR 019 990

Downes, Toni

The Computer as a "Playable" Tool.

Pub Date—2000-04-00

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Child Behavior, Childhood Attitudes, Children, *Computer Attitudes, Computer Uses in Education, Curriculum Development, Elementary Education, Foreign Countries, Learning Strategies, *Microcomputers, *Play, Preschool Education, Qualitative Research, Socioeconomic Influences, Use Studies

Identifiers—Australia (Sydney), *Computer Use, Computer Users, *Home Computers, Technology Integration, Technology Utilization

This paper reports the results of a 3-year study of children's use of computers in their homes and examines the implications of such use for educators. Subjects were over 400 children between ages 5 and 12 who came from a variety of social, economic, and cultural backgrounds in urban Sydney (Australia). The study aimed to develop knowledge and understanding about the reciprocal relationship that develops between the child and the computer within the socio-cultural context of the home, and it aimed to inform the work of educators who are seeking to develop programs using computing technologies within schools. Social discourses surrounding children's use of home computers are explored in ways that elucidate the relationship between discourse and affordances. Children's conceptions of computers as a playable tool are highlighted. Considered is the co-agency of the relationship between the child and the computer for educators who want to incorporate children's ways of learning and achieve effective integration of computing technologies in the curriculum. Contains 24 references. (Author/MES)

ED 442 455

IR 020 032

Salinas, Susan Elwood

Exploring Motivational Factors in Technology Standards Integration with a Preservice Educator: An Action Research Inquiry.

Pub Date—2000-04-00

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-

28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Action Research, Educational Objectives, *Educational Technology, Higher Education, *Instructional Development, Methods Courses, *Preservice Teacher Education, *Standards, *Teacher Educators, *Teacher Motivation, Teaching Methods

Identifiers—*Stages of Concern about the Innovation, *Technology Integration, Technology Role

This study explored a preservice teacher educator's goals with technology in her teaching methods class at Southern Teachers University (Texas) regarding state and national teacher preparation technology mandates and possible motivational factors for including technology in current preservice education courses. Action research was selected as the theoretical base; data collection methods included interviews, participant observation, and document analysis of course portfolios. Findings were analyzed according to the following levels of the States of Concern about the Innovation model: (1) informational, including relevant applications in regard to preservice educators' personal teaching styles and concerns for state and national technology standards; (2) personal, including relating technology standards to preservice educator and K-12 student needs; (3) management, including desire for technology integration with higher order thinking skills and integrated curriculum emphasis/modeling and resource management concerns; (4) consequence, including portfolios, communication needs, depth of planning in addressing multiple intelligences and higher order thinking skills, user-friendly concerns, and learner motivation through learner ownership; (5) collaboration, including cohort collaboration with technology Texas Essential Knowledge and Skills (TEKS) standards and consistent and equal distribution of technology TEKS in methods courses; and (6) refocusing. Motivational factors were categorized according to technology standards integration, preservice educators' needs, and faculty cohort needs. Contains 28 references. (MES)

ED 442 456

IR 020 039

CNN Newsroom Classroom Guides, May 2000.

Turner Educational Services, Inc., Newtown, PA.; Cable News Network, Atlanta, GA.

Pub Date—2000-05-00

Note—137p.

Available from—Turner Educational Services, 33 S. Delaware Avenue, Yardley, PA 19067. Tel: 800-344-6219 (Toll Free); Fax: 215-579-8589; Web site: <http://learning.turner.com/newsroom/archive> (specify date; videos of broadcasts, \$24.95 per episode).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cable Television, Class Activities, *Current Events, Discussion, Educational Television, Elementary Secondary Education, Programming (Broadcast), *Social Studies, Teaching Guides, World Affairs

Identifiers—*Cable News Network, *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of May 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: U.S. Government files a proposal to split up Microsoft, terrorism source shifts from Middle East to South Asia, Lockerbie bombing trial begins, 30th anniversary of the Kent State University shootings, and the "ILOVEYOU" computer virus strikes worldwide (May 1-5); U.N. peacekeepers held hostage by rebel forces in Sierra Leone, investigators trace "ILOVEYOU" computer virus to an apartment in Manila, citizens evacuate to Freetown as rebel forces retreat in Sierra Leone, U.S. Court of Appeals hears the Elian Gonzalez case, and what began as a controlled fire rages uncontrolled in New Mexico (May 8-12); Mothers rally in Washington,

D.C. to push for tougher gun control laws, Sierra Leone's RUF rebels release 139 U.N. hostages, Israel and Palestine pursue peace negotiations, rebel leader Foday Sankoh is captured in Sierra Leone, and the space shuttle Atlantis is poised to begin its voyage to the International Space Station (May 15-19); the future of U.S.-China trade, simulation exercises help U.S. authorities determine how to handle a terrorist attack, Israeli troops withdraw from their "security zone" on the Lebanese border, the U.S. House of Representatives approves Permanent Normal Trade Relations with China, and Lebanese declare a national holiday as Israeli troops withdraw from their county (May 22-26); Peru's President Fujimori declares victory in a race some say was fraudulent, and President Clinton begins a weeklong trip to Europe (May 30-31). (AEF)

ED 442 457

IR 020 040

Wang, Minjuan Laffey, Jim Wangemann, Paul Harris, Carl Tupper, Tom

How Do Youth and Mentors Experience

Project-Based Learning in the Internet-Based Shared Environment for Expeditions (iExpeditions).

Pub Date—2000-04-00

Note—12p.; Paper presented at the Annual Meeting of the American Education Research Association (AERA) (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Computer Uses in Education, *Cooperative Learning, Educational Technology, Mentors, *Problem Solving, Qualitative Research, Student Experience, *Student Projects, Teaching Methods, *Teamwork, World Wide Web

Identifiers—Brigham Young University UT, *Collaborative Learning, Learning Communities, *Learning Environments, Motorola Inc, University of Missouri Columbia

The Internet-Based Shared Environment for Expeditions (iExpeditions) is both a development effort of the Center for Technology Innovations in Education, University of Missouri, Columbia, and a research project conducted in partnership with Motorola, Inc. and a researcher at Brigham Young University (Utah). The project seeks to develop and understand the use of computer-supported collaborative learning (CSCL) technologies for supporting distributed learning communities via the World Wide Web. In the expedition examined, participants were challenged to come up with solutions on how to design, develop, and market wireless communication for cars, providing drivers with personalized information, messaging, entertainment, and location-specific travel and security services. Participants conducted their activities through a Web site providing a coordinated set of CSCL tools facilitating communication, information access, collaboration, and knowledge representation. Participants were 45 youth (children of Motorola employees) from 13 to 17 years old. Research questions addressed the learning experiences of participants, the teaching experiences of online mentors, and the function of the CSCL tools. Data were collected through online non-participant observation, electronic surveys, questionnaires, interviews, chat room observation, transcripts of forum entries, and project artifacts collection. Results show that substantial associations exist among youths' attributions, interest and participation, and team functioning. Contains 21 references. (MES)

ED 442 458

IR 020 041

Gathercoal, Paul

Technological Literacy and Its Effects on First-Year Liberal Studies College Students.

Pub Date—1999-04-00

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (Montreal, Quebec, Canada,

April 19-23, 1999).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Freshmen, *Computer Literacy, Computer Uses in Education, Critical Thinking, Higher Education, Information Technology, Instructional Development, Instructional Effectiveness, *Introductory Courses, Skill Development

This study examined the effects of including a technology literacy component in first-year students' programs at a liberal arts college. The program was designed to systematically help students use and critically evaluate the technology and what it can do to enhance the living and learning environment. The study employed a non-equivalent control group design, identifying one treatment group and two control groups from intact classes of first-year students. The treatment consisted of 10 hours of instruction in digital systems and applications. The technology literacy component was taught in a computer lab and was volitional on the part of the student. Topics addressed were: e-mail; word processing (at three levels); World Wide Web; computer basics; Web publishing (at two levels); using Excel; and digitizing graphics. Questionnaires were administered at the beginning and end of the semester to all students. Pre-questionnaire scores indicated few differences between the mean scores for each group. Post-questionnaires revealed consistent differences, with the students in the treatment group having the highest mean scores for reported skills and perceptions. Results indicate the benefits of having a technology literacy component in students' first year of college. (AEF)

ED 442 459

IR 020 042

Strowder, William M. Strowder, Howard A.

Dreadnought: Educational Reform. Powerful Education for the 21st Century.

Pub Date—2000-01-27

Note—14p.; Colored charts may not reproduce adequately.

Pub Type— Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Educational Development, Educational Technology, Elementary Secondary Education, *Instructional Design, *Instructional Innovation, *Total Quality Management

Identifiers—Technology Integration

This paper first outlines the need for an application of Total Quality Management (TQM) principles to create a Total Quality Education (TQE) System. The paper then suggests that a combination of Competency Based Grading (CBG), Computer Aided Instruction (CAI), Business Internships (Externships) and their Merit/Demerit System for behavioral management would create an individualized educational format that lends itself readily to computer support and effectively integrates computer technologies into the educational process. Each of these elements that make up the "Dreadnought(R)" System are described, as well as an administration feature. The system is named after HMS Dreadnought, a 20th Century warship of superior design. The special considerations of school organization, politics, legal support, and community support for the program are discussed, followed by the implementation plan, consisting of a survey of existing systems, development of exams and software, installation, network configuration, teacher training, and final registration and orientation process. (AEF)

ED 442 460

IR 020 045

Sheppard, Bruce

Organizational Learning and the Integration of Information and Communication Technology in Teaching and Learning.

Pub Date—2000-04-00

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-

28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Computer Mediated Communication, Computer Uses in Education, *Educational Administration, *Educational Change, *Educational Development, Elementary Secondary Education, Foreign Countries, *Instructional Innovation, *Leadership

Identifiers—Canada, *Technology Integration

This paper describes case studies of 15 schools in one Canadian province that have been involved in a national project directed at the integration of information and communication technology (ICT) into teaching and learning. By focusing on a specific change related to the integration of ICT, the research explored two primary questions: (1) What factors facilitate or inhibit organizational learning? and (2) What are the sources of leadership that influence organizational learning and what is the nature of that leadership? Of the 15 schools studied, 6 were identified as innovative, 4 as moderately innovative, and 5 as static. Findings are described in detail for each of these three categories. The study provides empirical evidence to show that changing school practices, such as using ICT in teaching and learning, is very much dependent upon the level of organizational learning in a particular school. Findings also present evidence that formal planning processes provide continuity of organizational learning only if there exists a critical mass of leadership to facilitate the process. Contains 36 references. (AEF)

ED 442 461

IR 020 059

Schumacker, Randall E.

Educational Research Methods: A Web Course.

Pub Date—2000-04-25

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Research, Higher Education, Learning Activities, Publications, *Research Methodology, Scholarly Journals, *Student Research, *World Wide Web

An introduction to various types of research methods for students in education and psychology is not only informative, but it also allows students to better understand the advantages and disadvantages of both quantitative and qualitative research methods. A valuable exercise in the Web-based course for helping students identify what type of research methods are being used would be for students to investigate journals in their academic discipline, find a research article related to a topic of interest, and critique the article. An important lesson that students can learn in a Web-based course is that they make a personal choice when selecting a research method, that conducting research is a privilege, and that there are consequences involved when conducting research. (AEF)

ED 442 462

IR 020 065

Field Hearing on Education Technology and the Elementary and Secondary Education Act. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, First Session (Newark, Delaware, April 12, 1999).

Congress of the U.S., Washington, DC. House Committee on Education and the Workforce.

Report No. —House-Hrg-106-19; ISBN-0-16-059317-4

Pub Date—1999-04-12

Note—161p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congress-

sional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Educational Finance, *Educational Technology, Elementary Secondary Education, *Federal Aid, *Federal Legislation, Federal Programs, Financial Support, Hearings, Information Technology

Identifiers—Congress 106th, *Elementary Secondary Education Act

This hearing before the House Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce on Educational Technology and the Elementary Secondary Education Act contains statements by: Michael Castle, Subcommittee Chairman; Dale Kildee, Subcommittee member; Thomas Carper, Governor of Delaware, accompanied by Iris Metts, Secretary of Education, Dover, Delaware; Orlando George, Jr., President, Delaware Technical and Community College, Dover, Delaware; Wayne Hartschuh, Executive Director, Delaware Center on Educational Technology, Dover, Delaware; Tom Sloan, State Librarian, Delaware Division of Libraries, Dover, Delaware; Nicholas Fischer, Superintendent of Schools, Christina School District, Newark, Delaware; Robert Smith, Superintendent of Schools, Milford School District, Milford, Delaware; Sallie Reissman, teacher, Lombardy Elementary School, Wilmington, Delaware; Charles Ammann, Technology Projects Specialist, Capital School District, Dover, Delaware; Rodney Rivera, student, University of Delaware, Bear, Delaware; Mark Schonbach, student, the Charter School of Wilmington, Delaware; and Wesner Stack, Supervisor of Educational Technology, Milford School District, Delaware. (MES)

ED 442 463

IR 020 110

Rowand, Cassandra

Teacher Use of Computers and the Internet in Public Schools. Stats in Brief.

National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-2000-090

Pub Date—2000-04-00

Note—7p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7327 (Toll Free). Full text version: <http://nces.ed.gov>

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Uses in Education, Educational Technology, Elementary Secondary Education, *Internet, National Surveys, Public Schools, School Surveys, Statistical Data, Teacher Attitudes, Teacher Education, Teaching Methods

Identifiers—Access to Computers, Connectivity

To address the need to understand the extent and types of teacher use of computers and the Internet, as well as teachers' perceptions of their own preparedness to use these tools in their classes, a National Center for Education Statistics (NCES) survey was commissioned. The survey found that 99% of full-time regular public school teachers reported they had access to computers or the Internet somewhere in their schools. This Stats in Brief focuses on those teachers. Thirty-nine percent indicated that they used computers or the Internet "a lot" to create instructional materials, and 34% reported using computers "a lot" for administrative record keeping. Less than 10% reported using computers or the Internet to access model lesson plans or to access research and best practices. Newer teachers were more likely to use computers or the Internet. Teachers' use of computers or the Internet at school varied for some types of uses by school poverty level. Sixty-six percent reported using computers or the Internet for instruction during class time. Forty-one percent reported assigning students work that involved computer applications such as word processing or spreadsheets to a moderate or large extent; 31% reported assigning practice drills, and 30% reported assigning research using the Internet to a moderate or large extent. Elementary school teachers were more likely than secondary

school teachers to assign students practice drills using computers and to have their students use computers or the Internet to solve problems; however, secondary school teachers were more likely to assign research using the Internet. Teachers in the lowest poverty schools were more likely to report assigning student work involving computers to a moderate or large extent than teachers in the highest poverty schools. Teachers with professional development in the use of computers and the Internet over the last three years were more likely to assign students various types of computer- and Internet-based work. Twenty-three percent reported feeling well-prepared to use computers or the Internet in the classroom, and an additional 10% reported feeling very well prepared. Teachers with fewer years of experience and those with more hours of professional development felt better prepared to use computers and the Internet for classroom instruction. (AEF)

ED 442 464

IR 020 295

Technical Assistance Sampler on: Using Technology To Address Barriers to Learning.

California Univ., Los Angeles. Center for Mental Health in Schools.

Spons Agency—Department of Health and Human Services, Washington, DC; Health Resources and Services Administration (DHHS/PHS), Washington, DC; Maternal and Child Health Bureau; Public Health Service (DHEW), Arlington, VA.

Pub Date—1999-00-00

Note—82p.

Pub Type—Reference Materials - General (130)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Information, *Computer Uses in Education, Educational Resources, Educational Technology, Higher Education, Information Sources, *Information Technology, Instructional Improvement, User Needs (Information)

Identifiers—University of California Los Angeles

Under the auspices of the School Mental Health Project in the Department of Psychology at the University of California, Los Angeles (UCLA), the Center for Mental Health in Schools approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. To accommodate the information needs of individuals and organizations requesting technical assistance, the Center has developed samples to provide immediate information on a variety of resources and how to access them. This sampler presents excerpts from publications and annotated bibliographies and abstracts of print and electronic resources, focusing on the use of technology to address barriers to learning, in the following sections: (1) Technology for Addressing Barriers to Learning; (2) Systems To Manage Systems and Information (including Accountability/Quality Assurance/Evaluation); (3) Technological/Multimedia Aids To Facilitate Intervention Activities; (4) Ongoing Learning: in Situ & Distance Learning; (5) Additional References to Books, Chapters, Articles, Reports (including electronically accessed formats); (6) Model Programs and Guides; and (7) Agencies, Organizations, & Internet Sites. Contains a glossary. (AEF)

ED 442 465

IR 020 303

Siegle, Del Foster, Theresa

Effects of Laptop Computers with Multimedia and Presentation Software on Student Achievement.

Pub Date—2000-04-00

Note—14p.; Paper presented at the Annual Meeting of the American Education Research Association (AERA) (81st, New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anatomy, *Computer Assisted Instruction, Computer Software, Hands on Science, High Schools, Instructional Effectiveness, Internet, *Multimedia Materials, Physiology,

Science Activities, Science Education, Science Instruction, *Secondary School Science
Identifiers—*Laptop Computers

The purpose of this study was to investigate whether exposure to multimedia and presentation software on laptop computers influenced student achievement in a secondary level anatomy and physiology science course. Group A used laptop computers with A.D.A.M. (Animated Dissection of Anatomy for Medicine) multimedia software and PowerPoint presentation software during the first and second quarter of the 1997-98 school year. Each of the students in Group A was given full-time possession of a laptop computer, including permission to take it home. Group B served as a control group and did not have access to the laptop computers, although MedWorks software and the Internet were available on five workstation computers in the science classroom. Access was reversed for the second half of the year and Group B students used the laptops while Group A served as the control group. Instruction for both groups centered on lectures, lab activities, and open-ended projects. The study demonstrated that students learned more when they had access to laptop computers, were exposed to multimedia software, and created projects with presentation software. Contains 23 references. (AEF)

ED 442 466 IR 020 307

Selwyn, Neil Fitz, John

The Politics of Connectivity—The Role of Big Business in the Education ICT Policy in the U.K.

Pub Date—2000-04-00

Note—25p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Educational Cooperation, *Educational Policy, Elementary Secondary Education, Foreign Countries, Government Role, *Information Industry, *Information Technology, Internet, Interviews, *Policy Formation, Private Sector, Public Agencies, *School Business Relationship, *Telecommunications

Identifiers—Access to Technology, *Business Role, Connectivity, Technology Implementation, United Kingdom

This paper looks at private interest involvement in education Information and Communications Technology (ICT) policymaking and implementation in the United Kingdom, using the National Grid for Learning (NGfL), an initiative to connect every U.K. school to the Internet and create an online connected learning community of teachers and students with access to a host of approved resources and information within a managed learning grid, as a contemporary form. The extent to which businesses are getting involved in new policy forms and the nature that resulting government/industry links are taking are explored. The paper also examines how key players are emerging and the interests of some firms dominating over others. Above all, the paper is concerned with how the public/private foundation for the NGfL is working out in practice. The paper is based on a series of in-depth interviews with key actors in the formation and initial implementation of the NGfL initiative, including: officials from the coordinating government department, DfEE (Department for Education and Employment); officials from the quasi-government agency responsible for developing and delivering aspects of the initiative, the British Educational Communications and Technology Agency; policy advisors to the Prime Minister and DfEE; as well as key executives in information technology and telecommunications firms and their educational representative body, the British Educational Suppliers Association. (Contains 188 references.) (MES)

ED 442 467 IR 020 308

Sage, Sara M.

The Learning and Teaching Experiences in an Online Problem-Based Learning Course.

Pub Date—2000-04-25

Note—36p.; Poster presented at the Annual Meeting of the American Education Research Association (AERA) (New Orleans, LA, April 24-

28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Uses in Education, Constructivism (Learning), Decision Making, *Distance Education, *Educational Technology, Graduate Study, Higher Education, *Instructional Design, Internet, Interviews, Models, *Problem Based Learning, Student Surveys, Teacher Education, Teacher Surveys

Identifiers—Indiana University Bloomington, Learning Environments, Technology Integration

This paper describes and examines the experiences of eight learners and two teachers in an online distance education graduate course taught using an asynchronous program and a problem-based learning (PBL) pedagogy. The course, "Integrating the Internet across the Curriculum," was offered by Indiana University Bloomington as a 6-week summer course in 1999. As a World Wide Web-based course, it was available to a worldwide audience of K-12 educators in graduate or certification programs. The focus of the paper is on the general learning experience, particularly during the PBL portion of the course. The course was observed online, and additional information was obtained from students through e-mail questions and telephone interviews, and from the instructors through telephone interviews. Results are presented related to: the constructivist learning environment; individual learning and experience; group learning experiences; assessment and grading; developing an atmosphere of trust and collaboration; problem-solving student issues online; and design and implementation of PBL. Technology interface considerations related to these learning and teaching issues are outlined. A decision-making model for online PBL courses is presented that addresses student, teacher, curriculum, technology, and structural contextual issues. Contains 20 references. (MES)

ED 442 468 IR 020 309

Yi-Wilson, Julie C.

Improved Attribution Recall from Diversification of Environmental Context during Computer-Based Instruction.

Pub Date—2000-04-28

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Computer Assisted Instruction, Distance Education, *Educational Environment, *Instructional Effectiveness, Postsecondary Education, *Recall (Psychology)

Identifiers—Diversification, Group Embedded Figures Test, *Learning Environment, *Spatial Context, Spatial Cues

Spatial context can be expected to play an important role in computer-based instruction and distance education using PC terminals because these types of computer-mediated instruction often occur in a restricted environment such as one's home or office. These settings, while convenient, are often isolated and lack diverse spatial cues. Fundamental research studies suggest this should result in negative effects for memory. This study investigated whether diversifying the setting in which computers are used as instructional tools would address this problem by creating more cues for retrieval of information. Participants (n=71) read three computer-based instructional units, each describing a different city. These city units were presented on a computer in a single site or in three diverse sites. The three learning sites were made more visually distinct on several dimensions, including decorative arrangements. All participants were tested for attribution recall at a new neutral site. Results confirmed the prediction that diversification of computerized learning sites improves recall, i.e., participants in the diversified learning sites performed better on the attribution memory test than students in a single learning site. Individual differences in sensitivity to background cues, as measured by the Group Embedded Figures

Test, were not found to interact with test performance. (Author/MES)

ED 442 469 IR 020 310

Pisapia, John R. Coukos, Eleni D. Knutson, Kimberly

The Impact of Computers on Teacher Capacity, Attitudes, and Behaviors in Elementary Schools.

Pub Date—2000-04-00

Note—63p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Uses in Education, *Educational Strategies, *Educational Technology, Elementary Education, Interviews, Observation, Questionnaires, Tables (Data), *Teacher Attitudes, Teacher Surveys, Teaching Methods

Identifiers—Access to Technology, *Technology Integration, Virginia

This paper reports on a computer initiative implemented by a metropolitan school district in Virginia. The initiative began in 1995 when the school district of 44,000 students funded 5 computers and a color printer for each elementary classroom in 34 schools. The goals of the initiative focused on: increasing student performance; addressing different learning styles; providing students with daily access to computers; increasing student proficiency with computers; and preparing students for the future. To accomplish these goals, teachers were required to acquire the capacity to integrate computers into their daily classroom lessons, and the school division needed to install and maintain the hardware and courseware required to support teacher efforts. Data were collected through classroom observations, teacher surveys, and focus group interviews. Data were then organized and analyzed to examine the impact of computers on teacher capacity to integrate computers into their instructional strategies, attitudes, and beliefs, and teacher instructional and work behaviors. The implementation of the initiative was evaluated in each of the three years since 1995 in order to provide information to the school district for use in planning, work tasks, and staff development. Teacher attitudes, ability, and instructional behaviors were sampled, as well as their perceptions of student motivation and performance due to the initiative. Student achievement was not reviewed until the third year of the study. A copy of the teacher questionnaire is appended. (Author/MES)

ED 442 470 IR 020 331

Khaneja, Gurminder K. Kaur, Amarjit

Electronic Fact Book: A Reality of Today.

Pub Date—2000-04-00

Note—13p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authoring Aids (Programming), Computer Uses in Education, *Electronic Publishing, Higher Education, *Material Development, *School Statistics, *Statistical Data, *World Wide Web

Identifiers—*Institutional Factbooks, Union County College NJ, *Web Site Design, Web Sites

This paper on electronic fact books begins with a section that presents background on fact books, dating back to the publication of "Statistics of Land-Grant Colleges and Universities" by the U.S. Office of Education in 1867. The second section considers advantages of fact books as data resources and for decision making, planning, self study, and communication. The need for an electronic fact book is addressed in the third section, including the advantages of an electronic or online fact book related to marketing, decision support, management reporting, dynamic information, display format preferences, cost effectiveness, availability, time saving,

browser friendliness, and multimedia capabilities. This section also describes the decision to develop a World Wide Web fact book at Union County College (New Jersey). Issues associated with fact books are considered in the fourth section, including audience, content, maintenance and updating, space utilization, and software. The fifth section provides a list of software used in designing Web pages, categorized as follows: HTML primers; Web authoring tools; file transfer software, graphic software composers; and multimedia. The last section describes the planning, constructing, and posting phases of the Union County College online fact book development. (MES)

ED 442 471

IR 020 335

Educational Technology. Hearing of the Committee on Health, Education, Labor, and Pensions, United States Senate, One Hundred Sixth Congress, First Session, on Examining Legislation Authorizing Funds for the Elementary Secondary Education Act, Focusing on Education Technology Programs.

Congress of the U.S., Washington, DC. Senate Committee on Health, Education, Labor, and Pensions.

Report No. —Senate-Hrg-106-78; ISBN-0-16-058745-X

Pub Date—1999-04-22

Note—68p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Educational Finance, *Educational Technology, Elementary Secondary Education, *Federal Aid, *Federal Legislation, Federal Programs, Financial Support, Hearings, Information Technology

Identifiers—Congress 106th, *Elementary Secondary Education Act

This hearing before the Senate Committee on Health, Education, Labor, and Pensions on examining legislation authorizing funds for the Elementary Secondary Education Act, focusing on educational technology programs, contains statements by: James M Jeffords, Chairman, Committee on Health, Education, Labor, and Pensions; Barbara Means, Assistant Director, Center for Technology in Learning, SRI International, Menlo Park, California; Phil Hyjek, School Information Technology Specialist, Vermont Institute for Science, Math, and Technology, Waterbury Center; Patty Murray, Senator from Washington State; Jeff Bingaman, Senator from New Mexico; Ervin Duggan, President, Public Broadcasting Service (PBS), Alexandria, Virginia; Daniel Hogan, participant, PBS Mathline Program, Cincinnati, Ohio; Inabeth Miller, President, the Jason Foundation for Education, Waltham, Massachusetts, accompanied by Georgene Lytle, third grade teacher, Wooster, Ohio; Michael Pitroff, Project Director, Baltimore Learning Community, Baltimore, Maryland; and Carmen Gonzales, Director, Regional Educational Technology Assistance Project, New Mexico State University, Las Cruces, New Mexico. (MES)

ED 442 472

IR 020 336

Bhushan, Bharat, Comp. Lele, Nalini A., Comp. Rausaria, R. R., Comp.

Open Universities in India 2000: Brief Information.

Indira Gandhi National Open University, New Delhi (India). Distance Education Council.

Pub Date—2000-04-00

Note—30p.

Available from—Distance Education Council, Indira Gandhi National Open University, K-76, Hauz Khas, New Delhi-110016, India; Tel: 011-91-011-6569668; Fax: 011-91-011-

6861340; e-mail: dec@nde.vsnl.net.in

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—College Programs, *Distance Education, Foreign Countries, Higher Education, *Open Universities, *School Statistics

Identifiers—*India

This report contains information on the following open universities in India: (1) Indira Gandhi National Open University; (2) Dr. B.R. Ambedkar Open University; (3) Kota Open University; (4) Nalanda Open University; (5) Yashwantrao Chavan Maharashtra Open University; (6) Madhya Pradesh Bhoj (Open) University; (7) Dr. Babasaheb Ambedkar Open University; (8) Karnataka State Open University; (9) Netaji Subhas Open University; and (10) U.P. Rajarshi Tandon Open University. Each entry includes: year of establishment; headquarters location; name of the Vice-Chancellor; statistical information on numbers of programs, courses, students registered, students on rolls, registration centers, study centers, academic counselors, students awarded degrees, audio programs, video programs, and staff; address for communication; and programs offered. A summary sheet cumulates the statistical information for all of the universities. (MES)

ED 442 473

IR 020 337

Rausaria, R.R., Ed. Lele, Nalini A., Ed. Bhushan, Bharat, Ed.

Norms and Standards for Computer Education (MCA, BCA) through Distance Mode.

Indira Gandhi National Open University, New Delhi (India). Distance Education Council.

Pub Date—1999-10-00

Note—33p.

Available from—Distance Education Council, Indira Gandhi National Open University, K-76, Hauz Khas, New Delhi-110016, India; Tel: 011-91-011-6569668; Fax: 011-91-011-6861340; e-mail: dec@nde.vsnl.net.in

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, Bachelors Degrees, *Computer Science Education, Correspondence Schools, *Distance Education, Foreign Countries, Higher Education, Masters Degrees, Open Universities, *Program Design

Identifiers—India

This document presents the norms and standards for computer education in India through distance mode, including the Masters in Computer Applications (MCA) and Bachelor in Computer Applications (BCA) programs. These norms and standards were considered and approved by the Distance Education Council, Indira Gandhi National Open University (India), at its 12th meeting held in December 1996. The following topics are addressed: curriculum design; eligibility criteria; admission procedure; duration; the measure of a course/program; modularity in programs; class size; teaching and learning strategies; nature of institutions; learning resources; student support services; delivery mechanism; evaluation; faculty; fee structure; content structure, instructional inputs, and processes; pre-counseling and career guidance; general considerations for evaluating the suitability of a computer education program such as the MCA or BCA; counselor training; infrastructural facility requirements; library; the BCA; and monitoring and performance review. A list of open universities and correspondence course institutions in India is included. (MES)

ED 442 474

IR 020 342

Kirshstein, Rita Birman, Beatrice Quinones, Sherri Levin, Douglas Stephens, Maria Loy, Nancy

The First-Year Implementation of the Technology Literacy Challenge Fund in Five States.

Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —ORAD-2000-1208

Pub Date—2000-00-00

Note—45p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7327 (Toll-

Free).

Pub Type— Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Uses in Education, Educational Change, Educational Development, *Educational Finance, Educational Practices, *Educational Technology, Elementary Secondary Education, *Federal Aid, State Action, State Programs

Identifiers—*Technology Implementation, *Technology Integration

This report focuses on one technology initiative, the Technology Literacy Challenge Fund (TLCF), and on five states as they attempted to implement the program in the first year of funding, 1997-98. The five states selected—Illinois, Massachusetts, Mississippi, Texas, and Washington—varied in their location, size, minority population, poverty levels, and approaches to infusing technology into K-12 education. (Findings do not necessarily generalize to other states.) The report presents key observations about three broad research questions: "What were the experiences of States and districts in implementing the Technology Literacy Challenge Fund?" "How were States and districts using the Technology Literacy Challenge Fund?" and "How did Technology Literacy Challenge Fund activities relate to other technology and reform efforts?" The report highlights a number of issues that could influence the impact of the program in the future. In addition, the five case studies provided an opportunity to identify the conditions that seem likely to influence the eventual success or failure of the TLCF program. (Contains 15 references.) (AEF)

ED 442 475

IR 020 427

Clements, Barbara S.

Building an Automated Student Record System: A Step-by-Step Guide for Local and State Education Agencies.

National Center for Education Statistics (ED), Washington, DC.; National Forum on Education Statistics.

Report No. —NCES-2000-324

Pub Date—2000-10-00

Note—41p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type— Guides - Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Automation, *Databases, Elementary Secondary Education, School Districts, State Departments of Education, *Student Records, *Systems Development

This booklet describes steps that are useful for education organizations to follow when planning for, designing, and implementing an automated student record system. Following a general discussion about student records and student record systems, the following steps to consider when developing and implementing an automated student record system are described: (1) determine the desired uses of the system; (2) identify federal, state, and local regulations affecting the maintenance of student records; (3) select the overall contents of the system; (4) select the data elements to be kept in the system; (5) select a system for assigning a unique identifier to each student; (6) determine the physical design of the system; (7) identify the format for the data within the system; (8) determine how you will enter or import data into the system; (9) determine your procedures for providing access to the system; (10) plan ways to ensure the integrity of the data in the system; (11) plan procedures for doing standard and ad hoc analysis and reporting; and (12) develop procedures for appropriate reporting of student data. Examples, case studies, and checklists are included. Several print and online resources are listed. (MES)

JC

ED 442 476 JC 000 381

Windham, Patricia

Follow-Up of Graduates Outputs and Outcomes. Data Trend 12.

Florida State Board of Community Colleges, Tallahassee.

Pub Date—1999-03-09

Note—33p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cohort Analysis, *College Graduates, *Community Colleges, *Degrees (Academic), *Educational Status Comparison, *Outcomes of Education, Two Year Colleges

Identifiers—*Florida

The number of community college degrees and certificates awarded has increased steadily during the time of Performance Based Budgeting in Florida. The vast majority of Community College System awards are one of the following four types: Associate in Arts (AA), Associate in Science (AS), postsecondary vocational certificate (PSVC), and postsecondary adult vocational certificate (PSAV). AA degrees have increased 23.8% from 1993-94 to 1997-98. AS degrees increased by 1.7% during this same time period. Certificates also increased during this time period. PSVC increased by 20.6%, and PSAV increased by 3.9%. The initial quarterly earnings for community college graduates ranged from \$6,013 for AA graduates to \$7,739 for AS graduates. Seventy-five percent of AA graduates transferred to the State University System. A comparison of initial outcomes for the 1995-96 versus the 1996-97 graduates shows that Florida is employing more and supporting less. There were increases across the board in the percent of graduates found employed in Florida for 1996-97 compared to 1995-96. The percent of students receiving public assistance has declined for all groups. Florida Education & Training Placement Information Program also has been tracking the 1990-91 graduates over the past six years. All groups experienced an increase in their average quarterly earnings. The largest increases were for the highest degrees. Eleven tables are appended, which use data from the Florida Education & Training Placement Information Program. (VWC)

ED 442 477 JC 000 399

Institutional Performance Accountability Report. Board of Trustees Report. Submitted to the Maryland Higher Education Commission.

Prince George's Community Coll., Largo, MD.

Office of Institutional Research and Analysis.

Report No. —PGCC-01RA-RBT99-4

Pub Date—1999-06-00

Note—13p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Community Colleges, *Educational Assessment, Educational Finance, Educational Objectives, *Educational Trends, Institutional Mission, Resource Allocation, *Strategic Planning, Two Year Colleges

Identifiers—*Prince Georges Community College MD

This document presents Prince George's Community College's (PGCC) institutional accountability report. It summarizes the following: (1) the college's mission, aspirational goals, significant trends in academics, demographics, and finance; (2) institutional assessment of instructional budget, African American full-time faculty, and students in good academic standing; (3) accountability indicators, which are included in spreadsheet format in this report's appendix; (4) funding issues such as a review of five-year trends in revenues, reallocation of funds, and cost containment; and (5) the college's five strategic initiatives, which include student success, economic development, community outreach, technology, and professional development. Some of the trends are outlined below. The largest growing fields of interest for students at PGCC are areas related to technology and technical training. Another fast growing trend is the growth of distance

and on-line learning. The number of remedial students served by the college continues to grow. PGCC enrolls an ever-increasing number of minority students. A review of the trends in revenue over a six-year period shows a decline in the proportion of the budget contributed by the county. The Maryland Higher Education Commission asked that PGCC account for a decline in the percent of restricted budget allocation to instruction, from the academic year 1994-95 to the year 1995-96. The percent of African-Americans on the full-time faculty has remained relatively stable. It is clear that the success rate of African American students has increased over time. (VWC)

ED 442 478 JC 000 400

Indiana Postsecondary Education Financing Study, 1994-95. "How Students Pay."

Indiana State Commission for Higher Education, Indianapolis.

Pub Date—1996-00-00

Note—32p.

Available from—For full text: <http://www.che.state.in.us/report.htm>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Finance, Higher Education, Parent Financial Contribution, *Paying for College, Scholarship Funds, State Colleges, *Student Costs, *Student Financial Aid, Student Loan Programs

Identifiers—*Indiana

This 1994-95 Postsecondary Education Financing Study, better known as the "How Students Pay" study, is the latest in an ongoing series of efforts to learn more about students attending Indiana colleges who are served by federal, state, and institutional/private financial aid programs. The study begins with a description of student costs and then describes five types of financial resources available to students to help them meet those costs. The five resources are parent contribution, student contribution, grant programs, loan programs, and work programs. Special attention is given to the way that each resource is distributed among students. Total resources (that is, all five types of resources, combined) are then compared to total cost, and the shortfall between total resources and total cost is noted. Finally, a special analysis provides a progress report on one of the Indiana State Commission for Higher Education's state-level performance objectives. Under this performance objective, the Commission has sought to narrow the gap by which combined parent contribution and grants/scholarships fall short of total cost, for the poorest of students. The analysis reports that progress is not being made. (VWC)

ED 442 479 JC 000 401

Community Perceptions of PGCC. Market Analysis.

Prince George's Community Coll., Largo, MD.

Office of Institutional Research and Analysis.

Report No. —PGCC-01RA-MA98-4

Pub Date—1997-10-00

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Attitudes, Community Colleges, Community Support, *Consumer Economics, Educational Assessment, *School Business Relationship, Two Year Colleges

Identifiers—*Prince Georges Community College MD

This market analysis summarizes recent research into Prince George's Community College's (PGCC) image as perceived by business leaders, high school students, and adult county residents at large. PGCC and its leadership are not widely known in the corporate community. Business leaders who are familiar with PGCC hold favorable views about the college. Most county high school seniors view PGCC positively. More county high school graduates attend PGCC than any other college. Adult residents of the county familiar with the college regard it favorably, particularly as a place to start college and as a place for the less advantaged to attend college. However, nearly three in five county adults are

not familiar with PGCC. Though popular with county high school students, the community college is not the first place the business community thinks of when selecting workforce-training providers. And though county residents in general support the college—as evidenced by bond referenda, for example—most are unfamiliar with the college's programs and personnel. Those who know the college rate it highly, but many remain unaware of what it has to offer. (VWC)

ED 442 480 JC 000 402

Preliminary Success and Retention Rates in Selected Math Courses. Research Report.

Cuesta Coll., San Luis Obispo, CA. Matriculation and Research Services.

Report No. —CC-MRS-RR-99/00-01

Pub Date—1999-08-00

Note—44p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, Community Colleges, *Computer Assisted Instruction, Course Evaluation, Educational Technology, *Instructional Effectiveness, *Mathematics Instruction, *Outcomes of Education, *Teaching Methods, Two Year College Students, Two Year Colleges

Identifiers—*Cuesta College CA

This report presents findings of exploratory research on success, retention, and persistence in math courses at Cuesta College. The following research questions were addressed: (1) How do success rates in Math 23 (elementary algebra) and Math 27 (intermediate algebra) compare with traditional and computer-assisted formats? (2) What are the profiles of successful and unsuccessful students in traditional and computer-assisted Math 23 and Math 27 courses? (3) How do matriculation and subsequent course success rates differ between students who complete traditional or computer-assisted Math 23 or Math 27 courses? (4) How do success and retention rates compare for Math 29 (trigonometry) students who first took Math 42 (precalculus algebra) and those who do not? and (5) How do success and retention rates in Math 65A (analytic geometry and calculus) compare between students who completed Math 29 & 42 or Math 29 & 63 (precalculus mathematics)? Cohorts of students were followed between spring 1996 and spring 1999. Students receiving passing grades or credit were defined as successful, and students who did not withdraw from the course were defined as retained. Results indicate few significant differences between traditional and computer-assisted course formats in terms of student outcomes. The two greatest predictors of success and retention were course load and prior grade point average. (Contains 68 tables.) (RDG)

ED 442 481 JC 000 403

Student Characteristics and Enrollment Trends, 1995-1999. Research Report.

Cuesta Coll., San Luis Obispo, CA. Matriculation and Research Services.

Report No. —CC-MRS-RR-99/00-02

Pub Date—1999-10-00

Note—36p.; Cover title varies.

Available from—For full text: <http://academic.cuesta.cc.ca.us/research>.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annual Reports, Community Colleges, *Enrollment, *Enrollment Trends, Institutional Research, Place of Residence, Regional Characteristics, School Community Relationship, *School Demography, *Student Characteristics, Tables (Data), *Two Year College Students, Two Year Colleges

This report contains 22 tables and 25 figures showing student characteristics and enrollment trends from 1995 to 1999 for Cuesta College. Section 1 presents five-year student characteristics and enrollment trends; Section 2 outlines enrollment by Cuesta College educational region, 1998-99. Both sections contain data on enrollment status, course load, units and degrees completed, gender, ethnicity, age, disabilities, geographic region, educational

objectives, and students from local high schools. Highlights include: (1) enrollment at Cuesta College is at an all-time high of 9,229 students and continues to increase; (2) the proportion of students carrying fewer than six units has decreased (31.3%), and the proportion of students carrying more than 15 units has increased (6.4%); (3) there is a continual increase in the number of students with disabilities; (4) the San Luis campus is divided almost equally between male and female students, while the North County campus boasts a female enrollment of 67.7% of the student body; and (5) the percentage of historically underrepresented ethnic minority students increased at each campus in 1999. Appendices include: (1) Enrollment history, 1965-99; (2) Local residency of students at all sites, 1998-99; (3) Local residency of students at San Luis Obispo campus, 1999; (4) Local residency of students at North County campus, 1999; (5) Local residency of students at South County campus, 1999; and (6) Regional enrollment comparisons, 1999. (RDG)

ED 442 482 JC 000 404

Biennial Report, 1997-99.

Wisconsin Technical Coll. System Board, Madison.

Pub Date—1999-10-15

Note—25p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Educational Assessment, Educational Finance, *Educational Planning, Enrollment, *Institutional Mission, Job Training, *Technical Institutes, Two Year Colleges

Identifiers—*Wisconsin

This report describes the 1997-99 biennium activities of the Wisconsin Technical College System (WTCS) Board. Part 1 provides an Agency Overview. Details are given on mission and purpose, cooperative relationships, the State Board, the State Board Staff, and WTCS Districts. Part 2 explores the 1997-99 Budget and Policy Actions. It discusses the 1997-99 budget, major statutory legislation, and WTCS policies. Part 3 provides a Review of Performance and Operations. The section expounds upon the following topics: enrollment and expenditures, enrollment by age and sex, minority enrollment, recruitment and retention, graduate follow-up, new and expanding occupations, basic education, economic development, services to high school students, cooperation with the University of Wisconsin system, WTCS and the Job Training Partnership Act (JTPA), services provided to students with special needs, displaced homemaker program, sex equity, and alternative work patterns. Finally, Part 4 explores the 1999-2001 Strategic Directions and Statutory Changes. It includes a look at the 1999-01 Biennial Budget, which contains the following significant provisions: WTCS general aid, grant program for recent high school graduates, WTCS capacity building program, WTCS skilled workforce courses, financing of capital expenditures for applied technology centers, Work-Based Learning Board, and report to the legislature on transfer of WTCS credits to the UW system. Part 4 also delineates strategic directions. (VWC)

ED 442 483 JC 000 405

Comerford, Sandra Stefani Busk, Patricia L. Roberts, William L.

Epistemological Beliefs of Community-College Students.

Pub Date—2000-04-25

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Community Colleges, *Course Organization, Critical Thinking, *Epistemology, Instructional Effectiveness, Student Motivation, *Teacher Student

Relationship, Teaching Methods, *Two Year College Students, Two Year Colleges

To date, no studies have focused solely on community college students' epistemological beliefs and the courses students pursue. The purpose of this study was to determine if a semester-long community-college course designed to increase critical thinking skills could help students attain more sophisticated levels of epistemological beliefs. A secondary purpose of this study was to examine the relation between teachers' epistemological beliefs and the resulting epistemological beliefs of their students. The results did not support the research questions. Neither the course nor the teachers' level of epistemological beliefs was found to relate to students' epistemology. These implications help identify classroom practices that increase student success in college. One possible way for instructors to identify effective classroom practices is to link their teaching goals to classroom assessment. Also effective for instructors interested in increasing students' epistemological beliefs is the importance of instructor feedback to students. In addition, instructors can construct tests and assignments that foster integration of knowledge. Specific discussions and written self-reflections about epistemology among teachers and students can, at the very least, make students aware of their beliefs. Teachers also need to be aware of the forces impeding higher-order thinking skills, evaluation and integration of knowledge, pressures such as grades and coverage of course materials. (Contains 25 references.) (VWC)

ED 442 484 JC 000 406

Siadat, Mohammad Vali Callahan, Thomas

The Effectiveness of the Mathematics (100/110) Placement Test (1983-1984).

Pub Date—1984-00-00

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Community Colleges, *Educational Testing, *Mathematics Achievement, Mathematics Education, *Mathematics Tests, Student Evaluation, *Student Placement, Two Year Colleges

The need for a mathematics placement test was acknowledged because a number of students registered in introductory algebra (Math 110) were struggling with problems involving only arithmetic operations. A placement test was selected with the intention to effectively detect students with arithmetic deficiencies and place them in a remedial mathematics class that would be called Mathematics 100. At the beginning of fall semester 1983, most of the Mathematics 110 teachers administered the Mathematics (100/110) Placement Test to 150 students. The scores were recorded and kept. The idea was to monitor the students and compare their course performance with their placement test scores. The purpose of this paper is to describe how the data was organized, analyzed, and interpreted. It was found that 83% of the students who scored at or above a 44 on the placement test received a grade of C or better in Mathematics 110, compared with 46% of those who scored below 44. In light of the data and analysis presented in this report, the use of the placement test is warranted. Clearly, with its use, students can be placed much more effectively in Mathematics 100 and Mathematics 110. Its continued use will alleviate much frustration on the part of the students and teachers. (VWC)

ED 442 485 JC 000 407

Windham, Patricia

A Comparison of Native Award Rate and Total Award Rate by Program Area. Data Trend 10.

Florida State Board of Community Colleges, Tallahassee.

Pub Date—1998-04-06

Note—20p.; Some tables are missing text.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Degrees (Academic), *Educational Attainment, Outcomes of Education, State Colleges, Student

Characteristics, *Student Educational Objectives, Two Year Colleges

Identifiers—*Florida Community College System

This report provides information on the relationship between the number of students who complete a program of study at their original institution and the number who complete their program at any Florida Community College System institution. The report looks at two types of completion rates: the rate derived by considering only completions at the entering institution is labeled the Native Award Rate; while the rate based upon all completions is labeled the Total Award Rate. An additional aim of this report was to provide information by initial programmatic intent. The cohort used in this study includes first-time-in-college and dual enrollment students who were award-seeking in fall 1993. The Native Award Rate for full-time students with an initial intent of an Associate in Arts degree was 23.3%. This rate increased to 25.3% for the Total Award Rate. The part-time results were 8.2% for Native Rate and 9.5% for Total Rate. Students seeking an Associate in Science degree had a Native Award Rate of 16.8% for full-time and 7.9% for part-time. The Total Award Rates were 17.7% and 8.9%, respectively. All of the selected characteristics appear to impact completion rates. Students with an initial intent of a certificate were completing at almost twice the rate of those students whose initial intent was a degree. The difference between Native and Total rates was fairly small at the system level, but, as the attached charts indicate, the difference for some colleges was significant. (VWC)

ED 442 486 JC 000 408

Connections, the Newsletter of the Foothill-De Anza Community College District, 1997-1998.

Foothill-De Anza Community Coll. District, Los Altos Hills, CA.

Pub Date—1998-00-00

Note—62p.

Journal Cit—Connections, the Newsletter of the Foothill-De Anza Community College District; n1-10 Sep 1997-Dec 1998

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Colleges, Newsletters, School Districts, Two Year Colleges

Identifiers—*Foothill de Anza Community College District CA

This document presents a set of ten newsletters, entitled "Connections," published by the Foothill-De Anza Community College District from September 1997 through December 1998. The following articles appear in the newsletters: "Futurist Wolfe," "Local Success Fong," and "Fourth Annual Day at the 'Stick Is a Big Hit'; "Heat on HVAC," "Advocate Mason," and "Community Building"; "Jay Jackman," "A1 Bond Rating," and "Fiber Infrastructure"; "A Woman Ahead of Her Time" and "Building a Better Learning Environment"; "Dolly Sandoval," "Staff Retreat," and "A Peaceful Place"; "Jim Keller," "Elizabeth Barkely," "Marketing Awards," and "A Legacy of Learning"; "New Distance Learning Network," "John Schulze," "Chancellor Activities," "New Faces in Central Services," and "\$7.7 Million Budget Contingency"; "Four Candidates Vie for Board Slot," "Collegis and Mike Reid To Assist with District Technology Issues," "Chancellor Highlights," and "November Bond Election: \$3.7 Million at Stake for FHDA"; "Partnerships for Excellence," "People: Don Allen," and "Enrollment Growing"; and "Technology Recommendations," "Sandy Hay," and "Chancellor Highlights." Each newsletter also contains a "Chancellor's Column" and some conclude with a section entitled "A Resource at Your Service." (VWC)

ED 442 487 JC 000 410

Institutional Effectiveness Summary, 1998-99.

Trident Technical Coll., Charleston, SC.

Pub Date—1999-00-00

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Annual Reports, Educational Quality, General Education, *Insti-

tutional Evaluation, *Institutional Research, Outcomes of Education, Program Evaluation, School Effectiveness, Student Development, Technical Institutes, Two Year Colleges

This report summarizes assessment activities and indicators of institutional effectiveness at Trident Technical College for 1998-99. The college measures institutional effectiveness through Goal Attainment Scaling, a flexible measurement process designed to develop criteria for assessing each program, student service, and academic unit. The components of institutional effectiveness include the following: general education, majors and concentrations, academic advising, 2-year to 4-year transfer, student development, and library resources. In 1998-99, assessments were conducted within general education, majors and concentrations, and student development. In General Education, the majority of outcomes met or exceeded expectations based on course scores, instructor scores, course success rates, common final exams, and an umbrella indicator of expanded awareness of a global/multicultural society. In terms of Majors and Concentrations, all eight programs assessed met or exceeded benchmarks for the majority of indicators based on enrollment, student satisfaction, and student success as well as job placement, employer satisfaction and other outcomes. For Student Development: Testing Services met or exceeded 15 of 15 indicators; Learning Assistance Services had satisfactory measurements in terms of customer awareness/satisfaction, effectiveness of services, and employee excellence. Report contains one table showing associate degree competencies for various programs. (RDG)

ED 442 488 JC 000 411

Employer Follow-Up Survey Report, 1997.

Trident Technical Coll., Charleston, SC.

Pub Date—1997-00-00

Note—13p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Graduates, Educational Quality, *Employer Attitudes, *Employers, Employment Qualifications, *Institutional Evaluation, Institutional Research, Job Skills, Outcomes of Education, Program Evaluation, Tables (Data), Technical Institutes, Two Year College Students, Two Year Colleges

In 1998, Trident Technical College conducted the 1997 Employer Follow-Up Survey to collect information from employers of 1997 graduates. A total of 373 employers of graduates were identified, of which 243 were contacted and interviewed. Findings indicate that employers rate graduates average or above average in most technical and personal skills. Suggestions for program improvements centered on adding technical skills and providing more experience. Nine data tables are presented. Public service (94%) and Allied Health (81%) had the highest response rates. The most frequent strength mentioned was knowledge/skills. The most frequent weaknesses mentioned were no experience and poor communication/interaction. Overall, technical skills were rated as average by 41 percent of respondents and above average by 57 percent. Personal skills were rated as average by 26 percent of respondents and above average by 71 percent. Ninety percent of graduates were ranked in the top half by employers compared to other employees in similar jobs. (RDG)

ED 442 489 JC 000 412

Statistical Supplement to the Annual Report to the Governor, FY 1998-1999.

Arizona State Board of Directors for Community Colleges, Phoenix.

Pub Date—1999-10-00

Note—71p.; For the 1998-1999 Annual Report, see ED 440 679.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Colleges, *Educational Finance, *Enrollment Trends, Federal Aid,

*School Statistics, *State Colleges, Tables (Data), Teacher Certification, Two Year Colleges
Identifiers—*Arizona Community Colleges

This document presents the State Board of Directors for Community Colleges of Arizona Statistical Annual Report to the Governor for fiscal year 1998-99. Section 1 presents Student Enrollment Data. It includes information on: annual audited full-time equivalent student report; unduplicated headcount; headcount by full- or part-time enrollment; gender, ethnic or race group, age cohort, and residency status; noncredit classes and enrollment, headcount college continuation status (continuing and returning, first-time students, higher education transfers); headcount by Arizona high school graduation status; miscellaneous headcount information; degrees and certificates awarded; and off-campus programs. Section 2 looks at Financial Information: Income Data FY 1998-99. It includes data on: sources of funds, analysis of state aid, general fund income, plant fund income, assessed valuation and tax levy data, and expenditure capacity data. Section 3 discusses Financial Information: Expenditure Data FY 1998-99. It includes information on: disposition of funds, summaries of general fund current operating expenditures by object and functional classification, investment in plant, interest payments on bonds and other debt, bonds issued and retired and other debt, and cost per full-time equivalent student factors. Section 4 explores Teacher Certification, Faculty (full- and part-time), including data on Arizona community college teacher certification and fall 1998 faculty (full- and part-time). Section 5 reports on Federal Vocational Education Funding. (VWC)

ED 442 490 JC 000 413

WTCS Transfer Information, 1997-98. Joint Administrative Committee on Academic Programs.

Wisconsin Univ. System, Madison.; Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.

Pub Date—1998-00-00

Note—13p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Enrollment Trends, Higher Education, Outcomes of Education, *School Statistics, *State Colleges, State Universities, *Student Characteristics, Technical Institutes, *Transfer Students

Identifiers—*University of Wisconsin System, *Wisconsin Technical College System

This report presents the annual headcount statistics on students transferring from the University of Wisconsin (UW) to the Wisconsin Technical College System (WTCS) during 1997-98. This report includes: (1) a summary narrative description, with changes from the 1996-97 data; (2) technical colleges accepting UW credits; (3) demographic characteristics of transfer students; and (4) information on the total transfer of students into the WTCS from 1993-94 through 1997-98. This report presents data on the following topics: enrollment by technical college, age characteristics, gender characteristics, ethnicity characteristics, disability characteristics, and highest grade characteristics. The UW System transfers are the most numerous by far of students transferring into the technical colleges. From 1991-92 through 1997-98, the UW transfers were almost 48% of the seven-year total and more than twice as large as the next largest group (transfers among the technical colleges) that were 22%. The third largest were out-of-state transfers with 19% for the seven years; next-to-last were transfers from "other Wisconsin institutions" at 6%, and last were transfers from the Wisconsin Association of Independent Colleges and Universities with 5% of the total. (VWC)

ED 442 491 JC 000 414

WTCS Transfers to the University of Wisconsin System. Information on: Enrollment, Demographics, Outcomes, Conclusions. Joint Administrative Committee on Academic Programs.

Wisconsin Univ. System, Madison.

Pub Date—1998-00-00

Note—16p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Demography, *Enrollment Trends, Higher Education, *Outcomes of Education, *State Colleges, State Universities, Technical Institutes, Transfer Programs, *Transfer Students

Identifiers—*University of Wisconsin System, *Wisconsin Technical College System

This document reports on enrollment, demographics, and outcomes for Wisconsin Technical College System (WTCS) transfers to the University of Wisconsin (UW) System. Enrollment Information presents findings on transfers within and into the UW System by year (1994-95 to 1997-98), illustrates the proportion of transfers within and into the UW System in the 1997-98 year by the type of sending institution, and shows the trend in WTCS transfers into the UW System (1991-92 to 1997-98). Demographic Information illustrates results for some demographic characteristics (WTCS and non-WTCS) of the fall 1997 cohort by student classification, full-time/part-time status based on first semester credit load, and age distribution. Outcome Information reports on average first semester GPA by type of transfer for fall 1995-fall 1997, average first year GPA by type of transfer for fall 1994-fall 1996, 5th year graduation and 6th year retention rates of WTCS transfer students, and combined 5th year graduation and 6th year retention rates for fall 1988-1991 transfer cohorts. WTCS transfers to the UW System have been increasing in recent years, both in absolute number and as a percent of all transfer students. Compared to other transfer students, WTCS students transfer in fewer credits, are older, and are more likely to enroll on a part-time basis. (VWC)

ED 442 492 JC 000 415

Wald, Marilyn

Entrepreneur*Wise Training Program for Displaced Homemakers at Westchester Community College, April 1, 1997-December 31, 1999. Final Report.

Westchester Community Coll., Valhalla, NY.

Spons Agency—Ewing Marion Kauffman Foundation, Kansas City, MO.

Pub Date—1999-00-00

Note—70p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Displaced Homemakers, Educational Opportunities, Educational Planning, *Outcomes of Education, Program Implementation, *Retraining, Two Year Colleges, Womens Education
Identifiers—*Westchester Community College NY

This paper presents the final report of the Kauffman Grant—JumpStart III Entrepreneur*Wise Training Program for Displaced Homemakers at Westchester Community College from April 1, 1997 to December 31, 1999. This report is divided into nine parts. Section 1 looks at programs offered and individuals counseled. Section 2 discusses the characteristics of participants. Section 3 presents key learning/challenges related to program implementation. Section 4 explores training outcomes. This section is subdivided into outcomes, businesses started/expanded, and success stories. Section 5 describes support groups formed and networking opportunities organized. Section 6 looks at future continuation plans for the program. This section is further divided into short-range and long-range plans. Section 7 looks at dissemination plans, and includes the following subsections: (1) local, (2) statewide, and (3) nationwide. Section 8 presents the final budget report. Section 9 includes the appendices of this report. Appended are: (1) the details of the program/curriculum; (2) characteristics of the participants; (3) candidate selection flow chart and selection criteria; (4) sample marketing materials developed by the students; (5) a post-training flyer; and (6) a list of guest speakers for the program. (VWC)

ED 442 493

JC 000 416

Herideen, Penelope E.

Policy, Pedagogy, and Social Inequality: Community College Student Realities in Post-Industrial America. Critical Studies in Education and Culture Series.

Report No.—ISBN-0-89789-593-2; ISSN-1064-8615

Pub Date—1998-00-00

Note—160p.

Available from—Bergin & Garvey, Greenwood Publishing Group, 88 Post Road West, Box 5007, Westport, CT 06881 (\$49.95). Tel: 800-225-5800 (Toll Free).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*College Role, *Community Colleges, *Educational Change, Educational Research, Educational Theories, Higher Education, Instruction, *Nontraditional Students, *Student Needs, *Two Year College Students, Two Year Colleges, Womens Education

This book examines the role of the community college in higher education from the perspective of a "critical lover." The introduction provides a profile of the community college and contextualizes the "controversiality" of its social role. Chapter 1 identifies the community college as a key player in higher education reform and outlines the Clinton Administration's major proposals and philosophy. It discusses the impact of these reforms on the community college's large nontraditional student population. Chapter 2 situates the community college within an ideological battleground of negative public imagery and political vulnerability and shows how students, especially returning women, are affected. A theoretical and methodological repositioning occurs in the chapter. It discusses insights from critical educational theory, critical pedagogy, and classroom research to provide a framework for insider research. Chapter 3 identifies the site of the research and addresses methodological practices. It informs the reader of the author's Brazilian living and teaching experiences and how this background influences her work. Chapter 4 describes the community college culture and documents students' everyday lives and educational experiences. Chapter 5 addresses the experiment of applying the insights of critical educational theory and pedagogy in sociology courses. It discusses how she grounded the theory and reports student reactions. Chapter 6 outlines the feminist tenets that served as the framework for the classroom outside the classroom and records the perspectives of community college returning women students in the group. Chapter 7 returns to macro-sociological analysis. It discusses the ways in which the community college can better serve student needs both structurally and instructionally. The chapter coins the concept of "critical mainstreaming" as a way that this can be accomplished. (Contains 195 references.) (VWC)

ED 442 494

JC 000 417

Laanan, Frankie Santos

Beyond Transfer Shock: Dimensions of Transfer Students' Adjustment.

Pub Date—2000-04-24

Note—62p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*College Transfer Students, *Community Colleges, Emotional Adjustment, Higher Education, *Honors Curriculum, Relocation, Social Adjustment, State Universities, *Student Adjustment, *Transfer Programs

Identifiers—University of California Los Angeles
This study examined the adjustment process of 727 students who transferred to the University of California, Los Angeles (UCLA) in fall 1994 or fall 1995. The Transfer Students' Questionnaire (TSQ) was organized into three main sections: social demographics, perceptions of the community college experience, and perception of the UCLA experience. The methodology compares the responses of

the students who had participated in honors programs at their community colleges (TAP students) with those students who had not participated in one of these programs (non-TAP students). The study found that TAP students tend to be white, younger, come from families with higher parental education attainment and income levels, and have higher degree aspirations than their non-TAP counterparts. At the community college, TAP students had higher GPAs and were more likely to spend their free time engaging in extracurricular activities, while non-TAP students were more likely to spend their free time reading for pleasure or doing independent research. Also at the community college, TAP students were more likely to consult with academic counselors on a regular basis. At the university, TAP students continued to have higher GPAs than non-TAP students. Both groups expressed similar levels of satisfaction with UCLA and showed similar levels of involvement at the university. No statistically significant differences were found between the two groups in terms of psychological, academic, or social adjustment. (Contains 60 references.) (CAK)

ED 442 495

JC 000 418

Westchester Community College Study of Graduates, 1998.

Westchester Community Coll., Valhalla, NY. Office of Institutional Research and Planning.

Pub Date—1999-07-01

Note—54p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Community Colleges, Educational Assessment, Employment, Graduate Surveys, *Outcomes of Education, Participant Satisfaction, *Program Evaluation, Questionnaires, Salaries, *School Effectiveness, Tables (Data), Two Year Colleges

Identifiers—*Westchester Community College NY

This report presents the results of a survey of the 1998 graduates of Westchester Community College. The 464 graduates responding to the survey have fared quite well since graduating. The mean salary of those employed full-time is \$29,755. Two-thirds reported being employed, which is slightly less than last year's graduating class. Of those employed, however, slightly more reported being employed full-time than the previous year. A review of the demographic characteristics such as gender, ethnic background, and age of the entire Class of 1998 reveals several changes from previous graduating classes. For example, there are fewer female and more Hispanic students, and the percentage transferring to a four-year college remained nearly constant. The report presents results of those attending college full-time, degree aspirations, and factors facilitating transfer. The study reports on satisfaction with jobs and location of employment. Respondents continue to give high marks to the college on several broad questions (overall college experience, courses in major, and availability of courses). Respondents were also asked to rate their satisfaction with 20 of the college's services. Library services, computer services, tutorial services, and reading and math skills facilities received the highest percentage of very satisfied responses from students. A large percentage of respondents indicated that their goals (employment, transfer, academic, and personal) had been met by their college degree. The questionnaire used for the survey is included in the appendices. (VWC)

ED 442 496

JC 000 419

Westchester Community College Fact Book, 1998.

Westchester Community Coll., Valhalla, NY. Office of Institutional Research and Planning.

Pub Date—1998-00-00

Note—136p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Annual Reports, College Outcomes Assessment, College Programs, Community

Colleges, *Institutional Characteristics, *Outcomes of Education, Tables (Data), Two Year Colleges

Identifiers—*Westchester Community College NY

This report, comprised largely of statistical tables, presents Westchester Community College's (WCC) 1998 Fact Book. This report is divided into the following topics: accomplishments, administration, admissions, budget, curriculum, demographics, disabled students, enrollments, EOC, ESL students, faculty, financial aid, full time enrollment students, graduates, minorities, municipalities and legislature districts, non-credit, off-campus sites, physical plant, remedial education, student success rate, transfer, and WCC at a glance. WCC's significant institutional accomplishments for 1998-1999 are divided into two parts. Part 1 looks at significant accomplishments during the past academic year (1997-98), which outlines results for the following items: physical plan, senior personnel additions, program initiatives, fiscal activities, and degree and certificate changes. Part 2 looks at significant accomplishments during the current/next academic year (1998-99), which includes an outline of accomplishments for the physical plant, senior personnel additions, and program initiatives. Program initiatives include: funds set aside to purchase the DARS graduation audit program; settlement of labor contracts for faculty and staff; new Master Plan for physical plant completed; study of feasibility of Yonkers/Down County site completed; Remedial Education Success Committee established; Middle States Periodic Review initiated; Mission Review Initiatives report completed; Outcomes Assessment Review of All Curriculum begun; and Title III Application initiated and almost completed. (VWC)

ED 442 497

JC 000 421

Laanan, Frankie Santos

Two-Year College Students' Degree Aspirations.

Pub Date—2000-05-23

Note—43p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, College Attendance, College Freshmen, *Community Colleges, *Educational Mobility, Higher Education, *Private Colleges, *Public Colleges, Student Characteristics, Transfer Rates (College), *Two Year College Students

This study compares the educational aspirations of college freshmen students in public and private two-year colleges around the nation. Surveying a sample of over 13,000 first-time, full-time students from a national database elicited the following results: about half of students at public and private two year colleges aspired to obtain the baccalaureate degree; 24.7% of students at the public two-year colleges aspired toward the master's degree compared with 27.9% at private two-year colleges; and almost 10% of public and 14% of private two-year college students indicated that they aspire to obtain a doctorate. The study also examined the extent to which academic aspiration is influenced by factors such as background characteristics, high school experiences, and other affective measures. For each of the two groups, being female, father's education, mother's education, and parental income revealed positive associations with high aspirations for students at public and private two-year colleges. Additionally, younger students were more likely than older students to have higher academic aspirations. High school experiences such as years of mathematics, foreign language, and biological science, high self-ratings of academic ability, drive to achieve, and intellectual self-confidence were significant variables. (Contains 34 references.) (JA)

ED 442 498

JC 000 422

Levin, John S.

The Revised Institution: The Community College Mission at the End of the 20th Century.

Pub Date—2000-04-00

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, AL, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Economic Change, Educational Philosophy, Educational Planning, Foreign Countries, *Institutional Mission, Institutional Role, *Long Range Planning, *Organizational Change, Social Change, Two Year Colleges, *Vocational Education

Identifiers—Canada, United States

This study examines the changed and changing mission of community colleges in the 1990s in the United States and Canada. By narrowing the focus to the geographical area of the Pacific/ Western region, the study seeks to identify the development of international cultural connections consistent with the region and to explain how the globalization process affected college behaviors. Seven colleges were visited twice by a team of researchers over a two-year period. Interviews were conducted with key personnel. The researchers found that in the 1990s, community college leaders embraced a liberal technological philosophy of education, which assumes that education is instrumental and that the technology is part of a global economy where advanced education is best oriented to skills development and marketplace relevance. As a result, the mission of the community college became oriented to economic concerns and to the requirements of the private sector. The new vocationalism in the community college mission addressed the needs of the middle class and the engines of the economy. The institutions' mission also encompassed the acquisition of resources and the prudent ministering of their own financial resources. Colleges also gave considerable attention to multiculturalism and diversity, as reflected in hiring practices, curricula, and extra-curricular activities. (Contains 30 endnotes.) (JA)

ED 442 499

JC 000 423

Williams, Gornie T., Jr.
Creating Win-Win Capstone Projects.

Pub Date—1999-10-25

Note—7p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Experiential Learning, Partnerships in Education, *Skill Development, *Student Projects, Teaching Methods, Two Year College Students, Two Year Colleges

To prepare students for a total quality workplace, South Piedmont Community College (SPCC) is offering hands-on projects for students to learn the following skills: learning to learn; listening and oral communications; competence in reading, writing, and computation; adaptability, which includes creative thinking and problem solving; personal management, which addresses self-esteem, goal setting, motivation, and personal/career development; group effectiveness, covering interpersonal skills, negotiation, and teamwork; and organizational effectiveness and leadership. Some tasks that the students encounter during the projects are job applications, reports, deadlines, periodic reviews/presentations, and independent contracts. All assignments culminate in a final presentation where students present a summary of their work and a demonstration of their final product. A new focus of the projects centered on the desire to create win-win situations for all those involved: students receive credit for required classes along with valuable work experience, and the local businesses gain a solution to a technology-related problem without the cost of labor. (JA)

ED 442 500

JC 000 424

Taffy, Fred

Analysis of Enrollment Trends for HCCC Programs and Academic Status Classifications, Fall 1993 to Fall 1999.

Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Re-

search.

Report No. —HCCC-OPIR-R-99.21-AR

Pub Date—1999-11-00

Note—15p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Ability Grouping, *Associate Degrees, *College Programs, College Students, Community Colleges, *Enrollment, *Enrollment Trends, Student Characteristics, Tables (Data)

Identifiers—Hudson County Community College NJ

The study of enrollment trends for each of Hudson County Community College's programs and for its academic status classifications will be used in the college's program reviews and should also prove useful in its strategic planning. The significant growth in combined Liberal Arts AA English/Humanities and Business/Social Sciences program majors (n=532; 51.8%) should be reviewed in conjunction with overall declines in degree and certificate programs. Most certificate offerings reflect small enrollments and have been categorized as unstable. The significant growth in Academic Foundations (AF) students, who require math/English basic skills development, should come as no surprise given that the college has traditionally drawn most of its students from the most academically underprepared districts in Hudson County. Consideration should be given to the impact that growth in AF classifications will have on teaching/learning needs, student success, and retention as resources are planned for this area of the college. Decreases in enrollments in English as a Second Language (ESL) over the two most recent years should prompt consideration of whether this represents a need for increased recruitment activity, a change in demographics, and/or increased competition from proprietary/other institutions offering ESL instruction. (JA)

ED 442 501

JC 000 425

Taffy, Fred

Understanding the High School Proficiency Test and the Early Warning Test in Relation to HCCC Enrollment Trends.

Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Research.

Report No. —HCCC-OPIR-R-99.18-AR

Pub Date—1999-08-00

Note—11p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Aptitude Tests, *Basic Skills, Community Colleges, *Educational Testing, High School Students, High Schools, Program Development, Qualifications, School Holding Power, Standardized Tests, Two Year Colleges

Identifiers—*Early Warning Test NJ, New Jersey, *New Jersey High School Proficiency Test

The Grade 11 High School Proficiency Test (HSPT) and the New Jersey Early Warning Test (EWT) are two key standardized tests that indicate academic ability of county high school graduates which colleges will need to address. While HSPT scores for county high school districts reflect a range of competency in reading, math, and writing, the majority of Hudson County Community College (HCCC) students (71%) come from districts (Jersey City, Union City, and Guttenberg/West New York) that in general do not perform well on the three sections of the HSPT. When one considers the weak academic foundation of so many of the college's students, it should come as no surprise that a large number of students must take courses to develop basic math/English skills and that retention is a challenge for the college. The college must keep these results in mind as it projects needed resources to help upcoming, underprepared students make the transition to college readiness. Indeed, over the course of its history, HCCC has committed resources and sponsored a number of programs and initiatives designed to assist students in developing college ready skills. (JA)

ED 442 502

JC 000 426

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1999.

Washington State Board for Community and Technical Colleges, Olympia. Education Div.

Pub Date—1999-00-00

Note—94p.

Available from—For full text: <http://www.sbctc.ctc.edu>.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Annual Reports, College Faculty, *Community Colleges, *Enrollment Trends, *Institutional Characteristics, *Outcomes of Education, *State Colleges, Student Characteristics, Tables (Data), *Technical Institutes, Two Year Colleges

Identifiers—*Washington Community and Technical Colleges

This report provides a snapshot of enrollments in Washington community and technical colleges during fall 1999. In addition to analysis of the system as a whole, this report includes an extensive set of tables by college. It addresses the questions most commonly raised regarding the state's community and technical colleges. The report contains the following sections: Highlights of 1999, Introduction, Enrollments, Students Served: Demographics, Selected Program Student Characteristics, State-Supported Course Enrollment, Contract-Supported Course Enrollment, Staff, and by College. Highlights of Fall 1999 includes the following: the state's colleges served an increase of 3.8% in full-time equivalent students (FTES) over 1998; 53% of state-supported students were enrolled full-time; 46% of state-supported FTES were enrolled for workforce training purposes, 39% were enrolled in order to transfer, 9% had an end goal of literacy, and 6% were enrolled for parenting classes or unspecified purposes; the racial composition of the student population in fall 1999 was more diverse than that of the state as a whole; the proportion of the student population which was female was higher than the proportion of females in the state's population; the median age of students was 27.7 years; and full-time faculty provided 57.5% of all instruction. (VWC)

ED 442 503

JC 000 427

Aarts, Sandra Blower, Deb Burke, Roberta Conlin, Eleanor Howell, Brent Howorth, Carol Ebner Lamarre, Gine He Van Kleeb, Joy

A Slice of the Iceberg: Cross-Canada Study of Prior Learning Assessment and Recognition. Canadian Association for Prior Learning Assessment, Belleville (Ontario).

Spons Agency—Human Resources Development Canada, Ottawa (Ontario).

Pub Date—1999-11-00

Note—189p.; Title page varies.

Available from—Canadian Association for Prior Learning Assessment, P.O. Box 20135, Belleville, Ontario, Canada, K8N5V1. (\$20 within Canada or USA; \$25 outside Canada/USA).

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—*Educational Assessment, *Educational Planning, Foreign Countries, Government School Relationship, Higher Education, *Nontraditional Students, Program Implementation, *Student Characteristics

Identifiers—Canada, *Prior Learning Assessment

Prior Learning Assessment and Recognition (PLAR) is a sound academic practice that contributes to adult learning by linking formal and informal learning. However, it has not been widely accepted by Canadian educational institutions. In 1996, a consortium of seven colleges and an independent PLAR consultant began a study to create a comprehensive database of PLAR learners and their characteristics, identify PLAR activities in participating institutions, analyze the effects of PLAR on students and the institutions, and compare the costs of credits achieved through PLAR with those produced through traditional course delivery. Study

results found that: the average course grades of PLAR learners are as high or higher than those of traditional students in the same programs; PLAR strengthened adult learners' confidence and represented important efficiencies for part-time adult learners by shortening their programs; the low number of PLAR learners and programs signal that delivery of PLAR has not been economical for some institutions; early benefits from PLAR training within institutions diminished over time; and there is a need for greater public awareness of PLAR. The report concludes with a series of recommendations addressing institutions, public policy makers, adult learners, and workplaces. (Contains 30 references, 31 tables and charts, and 14 appendices.) (JA)

ED 442 504 JC 000 428
Tuffy, Fred

Analysis of 1996-2006 Employment Trends for Hudson, Bergen, and Essex Counties and New York City in Relation to HCCC Programs.

Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Research.

Report No. —HCCC-OPIR-R-2000.01-AR
Pub Date—2000-02-00

Note—12p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Educational Planning, *Employment Patterns, Outcomes of Education, Program Evaluation, *Strategic Planning, Two Year Colleges

Identifiers—Hudson County Community College NJ, New Jersey, New York (New York)

This report is part of Hudson County Community College's (HCCC) work in providing analysis of employment trends for the following purposes: to help the college understand employment projections as they relate to its programs; to provide employment projections for upcoming program reviews; and to assist the college as it develops a strategic plan. The primary report used in preparing this analysis was Hudson County Estimated and Projected Employment by Occupation, 1996-2006 (hereafter Projected Employment), which provides growth and decline data for the following occupational categories: executive, administrative, and managerial; professional specialty; marketing and sales; administrative support; service; and production, craft, and repair. Because the data in Projected Employment cover a wide range of labor categories, an analysis of occupations related to HCCC programs was conducted and results are tabularized according to at least one of the following criteria: students could obtain employment within the occupation upon graduating from HCCC; or they could obtain employment after further study. The report concludes that food/beverage preparation, primary and secondary education, office administration and support, and information technology provide key avenues of employment for HCCC students in programs related to those areas. Virtually all employment categories require that students possess strong basic skills in the traditional areas of communications and mathematics, as well as in information technology. (VWC)

ED 442 505 JC 000 430
Vera, Mary Helen Burgos-Sasscer, Ruth

Community College Women's Centers: A Question of Survival.

Pub Date—1998-00-00

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Colleges, Females, *Financial Support, Futures (of Society), *Government Role, *Government School Relationship, *Institutional Role, Job Skills, Student Personnel Services, Two Year Colleges, *Womens Education

This report presents the findings from a study of 57 women's centers at community colleges across the country. In spite of the diversity of the origins and evolution of campus-based women's centers,

the evidence indicates that most centers today provide educational support services and advocacy for campus women, many of whom are single parents. The role and scope of the centers have changed in various ways. Some report a shift from a feminist orientation to one that emphasizes "hard skills" that aid in employability and self-sufficiency while others have turned to issues related to general college curricula. The apparent contradiction in focus is possibly due to the variance in the needs and interests of the different segments of the target population. It may also confirm the previous research that suggests that women's centers address a wide range of populations, needs and concerns. Although community college programs fare better than university-based women's centers because of federally funded programs that target the special populations the host institutions serve, centers still operate with inadequate and temporary funding bases, often having to justify their existence by generating self-supporting funds. Reduction of federal funds may jeopardize existing equity programs and programs for special populations funded by this source. Most women's centers place relatively little emphasis on their role as advocates of women's issues. (Contains 29 references.) (JA)

ED 442 506 JC 000 431
Golden West College FACTS: Fall Enrollment Trends through 1999.

Golden West Coll., Huntington Beach, CA. Research Office.

Pub Date—2000-02-25

Note—16p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Enrollment, *Enrollment Trends, *Student Characteristics, Two Year College Students, Two Year Colleges

Identifiers—*Golden West College CA
This report presents the fall enrollment trends through 1999 at California's Golden West College (GWC). This report contains charts and graphs of the following enrollment trend topics: (1) fall 1998 student enrollment snapshot, which includes counts and percentages by gender, time of day, age, educational goal, entrance level, high school graduate, attend another college, unit load this semester, units completed, no degree, enrollment status, and summary; (2) summary of GWC fall 1999 enrollment trends; (3) 20-year fall enrollment trends, broken down by part-time, full-time, and total; (4) fall enrollment by gender; (5) fall enrollment by day/evening or both; (6) fall enrollment by age (<21, 21-24, 25-30, 31-40, 41-50, 51-54, and 55+); (7) degrees and certificates awarded; (8) enrollment by entrance level (0-30 units, 30-60, 60+, AA, BA, HS, and other); (9) enrollment by highest degree held (AA/AS, BA/BS, MA/MS, PhD, and none); (10) enrollment by status (1st time, continuing, returning, 1st-time transfer, and HS); (11) enrollment by ethnicity (American Indian, Asian, Black, White, Hispanic, Filipino, and other); (12) enrollment within district cities/zip codes with more than 20 students enrolled; and (13) enrollment by CCD District boundaries (within district zip codes and out of district zip codes). (VWC)

ED 442 507 JC 000 432
Curry, Mary Jane

Positioned by Discourse: Obstacles to Effective Teaching in a Community College ESL Writing Class.

Pub Date—2000-04-00

Note—28p.; Presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Adult Learning, *Basic Writing, Community Colleges, *Discourse Modes, English (Second Language), *Teacher Student Relationship, Two Year Colleges, Writing Teachers

This paper examines the different discourses circulating within the Adult Learning Division, and in particular, the ESL Program and Basic Writing Course, of Monroe Technical College in Wisconsin.

The paper considers those discourses that are related to the experience of a part-time ESL writing instructor. It examines discourse on multiple levels. First, the study looked at the institutional discourses circulating at the community college. Next, the study analyzed the discourse in interviews conducted with the instructor and program administrators to show how the level of affiliation with the institution that each informant displayed had material implications for the course. Finally, it identified and compared the cultural models these informants held about ESL students. In the case of the Basic Writing 3 course, the Open Door Discourse spoke most strongly to the well-educated, middle-class students who had been previously prepared to take advantage of the college's resources. The Sorting Discourse worked with the refugees and immigrants who were without the means to find what they needed in the institution. The level of affiliation to the institution manifested by the instructor and administrators' discourses underscores the importance for instructional staff to be integrated into the social worlds in which they work. Part-time instructors are generally prevented from enjoying such integration, however, thereby affecting the quality of instruction they provide to students. (Contains 16 references.) (VWC)

ED 442 508 JC 000 433
Italia, Nancy, Ed.

Innovator: A Tradition of Excellence through Innovation, 1998-1999.

League for Innovation in the Community Coll.

Pub Date—1999-00-00

Note—22p.; For the 1999-2000 issues, see JC 000 434.

Available from—For full text: <http://www.league.org>.

Journal Cit—Innovator: A Tradition of Excellence through innovation; v26 n1-4 Sep 1998-Apr 1999

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Educational Development, *Educational Technology, Instructional Innovation, *Newsletters, Two Year Colleges

Identifiers—*League for Innovation in the Community College

This document presents four Innovator newsletters from the League for Innovation in the Community College (California). Number one contains the following articles: "Focus on Globalization, Learning, and the Human Touch for 1998 Conference on Information Technology," "First Innovations' Conference Receives Raves," "League Recognized by Long-Term Partners," "Student Art Competition Winners Announced," "Literary Competition Winners Announced," "1998 Innovations of the Year," "1998-99 Kellogg Fellows Selected," "Learning Abstracts To Debut," and "What Do CEOs Want To Know About...? Survey Results." Newsletter number two contains the following articles: "League and Partners Receive \$9.3 Million for Internet Project," "TLC Monograph Released," "Wheatley to Keynote Innovations 1999," "1998 CITI Highlights Learning, Globalization, Partnerships, Awards, and Research," "Microsoft Office User Specialist Certification a 'Hotbed' of Activity," "Pew Funds Planning Grant," "What Do CEOs Want To Know about Learning Centered Colleges? Survey Results," and "1999 Calendar." Newsletter number three contains: "Innovations 1999' Featured Speakers," "Innovative Learning-Centered Features," "Preparations Underway for Chicago Technology Conference," "League Online Bookstore: Key Resources for Faculty, Staff, and Administrators," "Judges for Student Art and Literary Competitions Announced," "Report Profiles League Colleges," "ELD Program Finishes with Impressive Results," "Pew Awards League Planning Grant," and "What Do CEOs Want To Know about Outsourcing? Survey Results." Newsletter number four contains: "Terry O'Banion Announces Retirement," "Innovations 1999' To Feature Learning Centers," "Information Technology Initiative Review," "1999 Executive Leadership Institute Participants Selected," "Two New Monographs To Be

Released," "New League Staff Members," and "ACCI CEO Community Service Survey Results." (VWC)

ED 442 509 JC 000 434

Italia, Nancy, Ed.

Innovator: A Tradition of Excellence through Innovation, 1999-2000.

League for Innovation in the Community Coll.

Pub Date—2000-00-00

Note—22p.; For 1999-2000 issues, see JC 000 433.

Available from—For full text: <http://www.league.org>.

Journal Cit—Innovator: A Tradition of Excellence through Innovation; v27 n1-4 Sep 1999-Spr 2000

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Educational Development, *Educational Technology, Instructional Innovation, *Newsletters, Two Year Colleges

Identifiers—*League for Innovation in the Community College

This document presents four Innovator newsletters from the League for Innovation in the Community College (California). Number one contains the following articles: "Conference on Information Technology Features Sophisticated Technology and Self-Directed Learning," "League/PLATO on the Internet" Developmental Research Project Update," "Alliance+ National Internet-in-Education Progress Report," "Art Competition Winners Announced," "Literary Competition Winners Selected," "Plans Underway for Innovations 2000—A Spring Gathering," "1999 Innovations of the Year," "Pew Grant Awarded to League," "Microsoft Student Technology Winners Announced," "Final Tech-Prep Student Success Guidelines Issued," and "Teaching at a Distance Handbook Released." Newsletter number two contains the following articles: "Innovations 2000 To Highlight Educational Leaders and Learning-Centered Features," "Milliron Selected as New League CEO," "Conference on Information Technology a Success," "League Awarded \$1.1 Million to Create Learning Colleges," "Pew/League Project Colleges Meet," "ACCI What Do CEOs Want To Know About... Survey Results," "Honors Heaped on O'Banion on Retirement," and "New Monograph on Web-Based Teaching." Newsletter number three contains: "League Releases Three New Monographs at Innovations 2000," "Innovations 2000 Move to Spring a Hit," "2000 Conference on Information Technology Planning Underway," "New League.org Site Unveiled," "League/PLATO Internet Project Concludes," "Alliance+ Project in Year Three," "2000 Calendar of Events and Deadlines," and "Judges Selected for Student Art and Literary Competitions." Newsletter number four: "12 Vanguard Learning Colleges Selected for Learning College Project," "2000 Executive Leadership Institute Participants Selected," "Conference on Information Technology To Offer Range of Learning Options and Exciting Features," "O'Banion Microsoft Student Technology Winners," "Big Picture Book Released," "National Student Art Competition Winners Announced," and "Alliance CEO Survey Results on Key Trends Distributed." (VWC)

ED 442 510 JC 000 436

Cabrillo College Vocational Education Follow-Up Survey, 1999.

Cabrillo Coll., Aptos, CA. Office of Institutional Research.

Pub Date—1999-00-00

Note—15p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Educational Status Comparison, *Outcomes of Education, Participant Satisfaction, Program Evaluation, Student Educational Objectives, *Student Sur-

veys, Two Year Colleges, *Vocational Education

Identifiers—*Cabrillo College CA

This document presents the 1999 annual follow-up survey by Cabrillo College (California), which explores the reasons students chose Cabrillo, why they left if they did not complete the program, their satisfaction with the program and ideas for improvements, and comparisons of employment and wage level between completers of a program and leavers, or those who did not complete a program. Over 60% of completers stated that their goal was to obtain a vocational degree as compared to 40% of leavers, who also stated a higher proportion of less specific goals such as self-enrichment. Completers may be more likely to be focused on obtaining a degree in one specific program. For instance, all the multi-program students were leavers. Leavers stated lack of time, finances, job changes, and personal matters were the top reasons for not continuing. Most respondents reported high satisfaction with all programs and were interested in taking more classes at Cabrillo. Computer and interpersonal skills were stated as most needed after leaving Cabrillo. Employment did not significantly differ by completion status. Completers in general earned higher incomes than did leavers. Completers are proportionately more likely to be working in their field than leavers, especially for the Dental Hygiene and Nursing Programs. (VWC)

ED 442 511 JC 000 437

Payne, William H. Jr.

Follow-Up Survey of PVCC Graduates of the Class of 1995-96. Research Report.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Report No. —PVCC-OIRP-RR-3-2000

Pub Date—2000-03-00

Note—53p.; Cover title varies.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Graduates, *Community Colleges, *Educational Quality, Graduate Surveys, *Job Placement, Job Skills, Postsecondary Education, Student Attitudes, Transfer Students, Two Year Colleges

Identifiers—*Piedmont Virginia Community College

A follow-up survey was conducted of the Piedmont Virginia Community College (PVCC) graduates in summer term 1995, fall semester 1995, and spring semester 1996 to determine what jobs they had obtained, which schools they were attending, how much they earned, how satisfied they were with their employment or schooling, and what impact PVCC had upon their careers and education. Some of the major findings of the study are as follows: (1) an overwhelming majority of respondents (98.9%) indicated that they were satisfied with the quality of their academic programs at PVCC; (2) nearly nine out of ten respondents supported themselves through wage earnings while attending PVCC; (3) the mean grade point average of the 1995-96 graduates who transferred to postsecondary institutions was 3.32; (4) eight out of ten enrolled respondents indicated that the credits they earned at PVCC transferred as expected; (5) about 80% of survey respondents were employed at the time of the survey and around 82% of the employed respondents worked full time; and (6) about half of employed respondents felt that their degree from PVCC helped them to obtain their current job. (Includes four appendices.) (Author/JA)

ED 442 512 JC 000 438

West Virginia Higher Education Report Card, 1999.

West Virginia State Coll. and University Systems, Charleston.

Pub Date—1999-00-00

Note—331p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Educational Objectives, *Higher Education, *Institutional Characteristics, *Out-

comes of Education, *State Colleges, *State Universities, Statistical Analysis, Tables (Data) Identifiers—*West Virginia

This report presents information for parents, students, staff, policymakers, and the general public on the quality and performance of public higher education in West Virginia. It opens with the strategic plans of the University System and the State College System together with narrative and statistical profiles of each of the 15 institutions that comprise the two systems. Chapters 2 through 7 display numerous indicators that specifically address the statutory goals, with the full text of each goal included at the outset of the chapters. For example, Chapter 2, on "Preparation," comprises such measures as the performance of West Virginia students on college entrance examinations and enrollment in developmental courses. "Access" (Chapter 3) displays estimated total college-going rates of West Virginians and shows the growing number of students assisted by financial aid. "Student Outcomes" (Chapter 4) presents retention rates, graduation/completion rates, and performance on professional licensure examinations, and Chapter 5 indicates some ways in which higher education is responding to the increasing need for "Economic and Workforce Development." "Productivity and Efficiency" (Chapter 6) includes information on the expanding use of technology and instructional expenditures, and Chapter 7 answers questions related to "Faculty and Staff." Completing the report are data on "Campus Security" (Chapter 8) and materials describing West Virginia's vital "Health Sciences and Rural Health Education Partnerships" (Chapter 9). The appendix defines the four Southern Regional Education Board categories that apply to West Virginia's public higher education institutions. (VWC)

ED 442 513 JC 000 439

Johnston, Dennis Van Heertum, Rich Evans, Andrew Cloney, Matthew Ochoa, Glen Rickard, Pat Coogan, Lori Merry, Teri Miller, Jennifer

Student Progress and Goal Attainment Report: Federally-Funded ABE Programs in California, 1998-99.

Comprehensive Adult Student Assessment System, San Diego, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—1999-00-00

Note—195p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Adult Education, *Educational Assessment, Educational Objectives, Higher Education, *Outcomes of Education, State Programs, Tables (Data)

Identifiers—*California

The report presents the Adult Basic Education (ABE) 321/326 California learning progress and goal attainment data for fiscal year 1998-99. Chapter 1 introduces an overview of adult basic education in California and contains information about ABE 321/326 federal programs and the Comprehensive Adult Student Assessment System (CASES). It discusses learner population, instruments, and data collection methods. Chapter 2 provides information about program services and individuals served based on data from learners enrolled in these programs during the census period of September 1-October 31, 1998. Chapter 3 provides information about program services and individuals served in the Local Agency Population: Adult Schools, Community Colleges, Community-Based Organizations, Library Literacy programs, County Offices of Education, and Jail programs. Chapter 4 provides information about local agency learners' goal attainment, which includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. It focuses on the changes that occurred for learners during the instructional period. Chapter 5 discusses learner characteristic data regarding gender, ethnic background, native language, age, years of education, and highest degree earned. Chapter 6 provides information about test scores and learning gains.

Chapter 7 provides information about program services, which includes the time of day classes met, the number of students in each class, the number of hours the class met each week, classroom support, the emphasis of classroom instruction, primary instructional setting, and primary physical setting. Chapter 8 provides information about program services, individuals served, and goal attainment in four state agency ABE 321/326 programs. Chapter 9 provides information about program services, individuals served, and goal attainment for the California special education population. Chapter 10 looks at implications of report results for future data collection efforts. (Includes appendices.) (VWC)

ED 442 514 JC 000 440

The Breckenridge Experience: Reframing the Conversation about Student Success. A Discussion Paper.

American Association of Community Colleges, Washington, DC. National Council of Instructional Administrators.

Pub Date—2000-01-00

Note—17p.; Based on an invitational working colloquium, "The Breckenridge Experience" (Ann Arbor, MI, July 1999).

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Community Colleges, Educational Assessment, *Educational Trends, Futures (of Society), Long Range Planning, *Policy Formation, *Success, *Systems Analysis, Two Year Colleges

The paper addresses the following controversial issues between colleges and their external stakeholders: defining and measuring student success, developmental education, and accountability. Given a variety of educational goals by individual learners, community colleges need to create a system of multiple measures to define student success. An important new way of measuring student performance is student goal attainment. Furthermore, a redefinition of "completion" would permit colleges to track incremental learning or skill acquisition by acknowledging the completion of "chunks" or modules within programs. The purpose of developmental education is to provide all students with the skills necessary to succeed, regardless of their diverse needs and goals. An expanded yet clearly defined role for developmental education can help make the promise of open access to higher education a reality and strengthen the U.S. workforce of tomorrow. A simple set of reliable and valid indicators centered around student goal attainment needs to be adopted nationally if community colleges are to respond more meaningfully to increasing public expectations to account for their performance. The AACCC (American Association of Community Colleges) Core Indicators (1999) provide a valuable resource and could be adopted as a starting point for building local college accountability plans. (JA)

ED 442 515 JC 000 441

Cabrillo College Student Survey, 1995 & 1999.

Cabrillo Coll., Aptos, CA. Office of Institutional Research.

Pub Date—1999-00-00

Note—37p.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*College Environment, Community Colleges, *Comparative Analysis, *Outcomes of Education, Student College Relationship, *Student Needs, Student Reaction, Student Surveys, Tables (Data), Two Year Colleges

Identifiers—*Cabrillo College CA

This report presents the statistical data of the 1999 issue of the Cabrillo College (California) Student Survey. The 1999 survey utilizes many of the questions in the 1995 survey, called the Campus Climate Survey, for the purpose of comparative analyses. The data listed under the 1999 column and the 1995 column are placed side by side whenever possible. The surveys seek both a quantitative and qualitative reflection of Cabrillo students' attitudes, awareness, satisfactions, and desires. The Office of

Institutional Research obtained detailed feedback about program and service satisfactions. Students not only rated their overall level of satisfaction, but also their satisfaction with Quality of Service, Knowledge of Staff, Helpfulness and Attitude of Staff, Wait-Time for Service, and Location of Student Services. The college used a similar approach to assess students' educational goals and their accomplishments. A total of 930 students participated in this survey. The survey respondents in 1995 and 1999 are very similar in their demographics. This helps with determining the validity of the trends and other findings and conclusions. Also presented are students' written comments to the following open-response questions: classes at Cabrillo, additional student service programs students would like to see, their ideas for attracting and retaining more students, and other courses they would like to take that are not presently offered. (VWC)

ED 442 516 JC 000 443

WCC Faculty Survey, 1998-1999.

Westchester Community Coll., Valhalla, NY.

Pub Date—1999-08-25

Note—18p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Full Time Faculty, Sex Differences, Tables (Data), *Teacher Attitudes, *Teacher Response, Teacher Surveys, Two Year Colleges

Identifiers—*Westchester Community College NY

In fall and winter 1998, a survey was sent to the 162 full-time faculty at Westchester Community College (New York). The survey, which was designed and processed by the Higher Education Research Institute (HERI) at the University of California in Los Angeles, was also conducted on full-time faculty at public two-year colleges throughout the country during the same period. Eighty faculty members returned the survey in usable form giving a response rate of 49.4%. Results of the survey for the WCC faculty and nationwide are reported under nine headings: (1) background characteristics, (2) professional plans and accomplishments, (3) allocation of time, (4) reasons important in pursuing an academic career, (5) teaching practices and goals for student, (6) opinions about WCC, (7) opinions about academe in general, (8) job satisfaction, and (9) stress factors on the job. The most noteworthy aspect of this HERI faculty survey is the marked differences in responses between the sexes on many of the questions. These differences may be partially attributable to age, since a disproportionate number of female faculty are under fifty. Substantial differences exist in outlook, teaching methods, and attitudes about WCC and academe in general between the male and female faculty teaching at WCC. (VWC)

ED 442 517 JC 000 444

Wyoming Community College Commission

Student Access Study.

Wyoming Community Coll. Commission, Cheyenne.

Pub Date—1999-03-03

Note—37p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Community Colleges, *Enrollment Projections, *Enrollment Trends, State Colleges, *Student Characteristics, Two Year Colleges

Identifiers—*Wyoming Community College System

This study of Wyoming citizen access to community college education explored several factors related to college enrollments over the period 1990-1997: age characteristics of the Wyoming population, age characteristics of credit headcount enrollments in the Wyoming College System, and penetration rates of Wyoming Colleges into Wyoming counties. Also examined are projected student enrollment for 1998-2006: projected changes in population and age demographics in Wyoming and projected enrollments in Wyoming Colleges. The

study found that 93% of Wyoming College System credit headcount enrollments were Wyoming residents in 1997. From 1990-97 college system credit enrollments declined 4.7%. The proportion of 17-24 year-olds increased substantially systemwide between 1990-1997. This group is projected to continue growing until the year 2000 and then begin declining (-8% from 2000-2006). The third largest contributor to enrollment in 1997 was the 25-29 year-old group. This group is projected to increase 56% between 1997 and 2006. The document reports findings for each of the seven colleges and primary feeder counties analyses and on regression analysis of college enrollments and unemployment statistics. The inconsistency with which population growth was reflected in the proportion of college system enrollments suggests that factors other than the size of the potential pool of students have substantial impact on enrollments. (VWC)

ED 442 518 JC 000 448

Palmer, James C.

Instructional Faculty and Staff in Public 2-year Colleges. Statistical Analysis Report. 1993 National Study of Postsecondary Faculty (NSOPF:93).

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-2000-192

Pub Date—2000-06-00

Note—145p.; Project officer was Linda J. Zimble.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—*College Faculty, *Community Colleges, Educational Research, Intellectual Disciplines, *Public Colleges, Tables (Data), *Teacher Characteristics, *Teaching Experience, Teaching Methods, Two Year Colleges

Identifiers—*National Study of Postsecondary Faculty

Drawing on data from the 1993 National Study of Postsecondary Faculty, this analysis sought to differentiate instructional faculty and staff at public two-year colleges by age (under 35 vs. 55-64) and by years of experience in the current job (under 10 years vs. 20 or more years). The report examines differences by primary teaching field, comparing respondents in seven areas: business, law, and communications; health sciences; humanities; natural sciences and engineering; social sciences and education; vocational training; and all other areas. There were two major differences between younger and older instructional faculty and staff: (1) the two groups represent individuals who are at different stages of their careers and (2) their employment histories differed. Some of the differences between those who have held their current jobs for less than 10 years and those who have held their jobs for 20 or more years mirror the differences between younger and older colleagues. Comparisons by primary teaching field suggest the presence of disciplinary subcultures within the community college professorate. The discipline appears to have a clear relationship with instruction, especially in terms of literacy (as reflected in the assignment of term papers or the use of written examinations) and student involvement in classroom instruction (as reflected in the use of teacher lectures). (Contains 16 references.) (VWC)

ED 442 519 JC 000 449

Bates, A. W. Mingle, James R.

The Role of the Indiana Commission for Higher Education in Promoting Effective Use of Information Technology Resources: A Report Prepared for the Indiana Commission for Higher Education.

Indiana State Commission for Higher Education,

110 Document Resumes

Indianapolis.
 Pub Date—1998-04-00
 Note—20p.
 Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Distance Education, *Educational Policy, *Educational Technology, *Higher Education, *Information Technology, Instructional Effectiveness, *Statewide Planning
 Identifiers—*Indiana
 This report presents the findings of two independent consultants' examinations of the Indiana Commission for Higher Education's role in guiding and promoting effective use of information technology. The report contains a summary of 10 recommendations and the April 1998 report submitted to the Commission. Two critical issues were examined: (1) academic policy of the Commission as it relates to statewide distance education; and (2) policy development for funding technology. Recommendations to the Commission are as follows: (1) clarify the scope and range of distance education responsibilities of institutions; (2) establish financial policies; (3) put in place a new multi-year needs assessment based on agreed-upon benchmarks and costs that will apply consistently across institutions; (4) re-allocate the equivalent cost of providing current users with satellite transmission time from IHETS budget to current users; (5) revitalize and restructure IHETS and the Partnership; (6) restructure the IHETS Board of Directors; (7) have institutions conduct cost-benefit analysis; (8) drop distance learning review of existing programs and limit reviews to new programs; (9) periodically review the capacity of institutions and the system as a whole to provide quality, cost-effective support services for distance learners; and (10) communicate to students, employers, and other "customers" of educational services of what they should expect from a quality provider of technology-based instruction. (VWC)

ED 442 520 JC 000 450

Codjoe, H. C.
Dalton College Occasional Research Digests #1-4, 1997-98.
 Dalton College, GA. Office of Institutional Research and Planning.
 Pub Date—1998-00-00
 Note—6p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Community Colleges, *Enrollment, *Enrollment Trends, *Profiles, *School Demography, State Colleges, Statistical Data, *Student Characteristics, Two Year Colleges
 Identifiers—*Dalton State College GA
 These research digests about Dalton College (Georgia) provide various numerical data on student enrollment and new undergraduates including sex, age, ethnicity, geographical origin, and major. This is a collection of four research briefs issued between fall 1997 and fall 1998. In fall 1997, student enrollment was up 1.6 percent over the prior year to 3,053. The number of new undergraduates in fall 1997 was 944. Ninety percent (850) of the students came from the five neighboring counties in Georgia, and fifteen international students were enrolled. In fall 1998, student enrollment was 2,967, down 2.8 percent from the previous year. Forty-one percent of the students were in technical programs while twenty-six percent were in business and social sciences. New undergraduate or first term enrollment was 982. Fifty-five percent of these students were female, 74 percent were 18-24 years of age, and 61 percent were enrolled full time. The average SAT composite score of new undergraduates was 945, an increase of 31 points from the previous year. (JA)

ED 442 521 JC 000 451

Codjoe, H. C.
Dalton College Occasional Reports #2.
 Dalton College, GA. Office of Institutional Research and Planning.

search and Planning.
 Pub Date—1998-00-00
 Note—10p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—College Programs, Community Colleges, Degrees (Academic), Enrollment, *Institutional Characteristics, *Institutional Mission, *State Colleges, Technical Education, Two Year Colleges
 Identifiers—*Dalton State College GA
 This report about Dalton College's (Georgia) includes: a college profile update and information on the mission and core purposes, institutional accreditation, undergraduate programs, degrees and certificates, and senior administrative and academic personnel. The College is one of only four University System institutions in Georgia with a comprehensive Technical Division, jointly funded by the Board of Regents and the State Department of Technical and Adult Education. In September 1998, the Board of Regents approved three bachelor's degree programs for the College designed to meet the needs of business and industry and related industries in Northwest Georgia. Along with other University System of Georgia institutions, the College converted from the quarter system to the semester system in August 1998. It offers 89 associate degree and certificate programs and approximately 340 courses. The fall 1998 equivalent full-time enrollment was 1,822, and the operating budget for the 1998 fiscal year was 17.3 million dollars. Degrees and certificates conferred to students between July 1, 1997, and June 30, 1998, were as follows: Associate of Science, 36 percent; Associate of Applied Science, 22 percent; Certificates, 22 percent; Associate of Science—Nursing (RN), 12 percent; and Associate of Arts, 9 percent. (JA)

ED 442 522 JC 000 452

Codjoe, H. C.
Dalton College Occasional Reports #1.
 Dalton College, GA. Office of Institutional Research and Planning.
 Pub Date—1997-00-00
 Note—10p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—College Programs, *Community Colleges, *Educational Finance, *Enrollment, *Institutional Characteristics, Institutional Mission, *State Colleges, Technical Education, Two Year Colleges
 Identifiers—*Dalton State College GA
 This report about Dalton College (Georgia) presents information on the college, mission, institutional accreditation, undergraduate programs, degrees and certificates, instructor rank types, course component types, and senior administrative and academic personnel. The college is one of only four University System of Georgia institutions with a comprehensive Technical Division, jointly funded by the Board of Regents and the State Department of Technical and Adult Education. In 1996, the college assumed responsibility for the Dalton School of Health Occupations, bringing to the college certificate programs in Licensed Practical Nursing, Paramedic Technology, and EMS Technology. It offers 84 associate degree and certificate programs and approximately 420 courses. The fall 1997 equivalent full-time enrollment was 2,210 and the operating budget for the 1997 fiscal year was 15.4 million dollars. The college aims to provide opportunities for self-fulfilling and productive living by enabling students to prepare for advanced studies at other institutions, to equip themselves for careers of gainful employment, to develop their individual, professional, and vocational competencies, and to enrich their physical and cultural lives. The report includes a list of undergraduate programs, degrees, and certificates; instructor rank types; course component types; and college administrators. (JA)

ED 442 523 JC 000 454

Westchester Community College Pocket Profile: Trends & Statistics, 1998-1999.
 Westchester Community Coll., Valhalla, NY. Office of Institutional Research and Planning.

Office of Institutional Research and Planning.
 Pub Date—1999-00-00
 Note—20p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—College Programs, Community Colleges, *Educational Trends, Enrollment, *Institutional Characteristics, *School Statistics, *Student Characteristics, Two Year College Students, Two Year Colleges
 Identifiers—*Westchester Community College NY
 This pamphlet is a profile of Westchester Community College's (WCC's) trends and statistics for 1998-1999. This Pocket Profile contains the following: (1) background information, which includes summaries on location, enrollment, and tuition; mission; accreditation; and organization and governance; (2) information on WCC's academic and student facilities; (3) a brief discussion about WCC faculty, which also reports on student satisfaction with overall quality of instruction and overall experience at WCC; (4) information about WCC finances, which includes summaries on its revenues and expenditures; (5) credit students, examining student composition and charting fall 1997-1998 credit headcount by full- and part-time enrollments; (6) minorities, including a percentage breakdown of students as White, foreign/un-coded, Native American, Asian, Hispanic, and Black; (7) WCC graduates, which reports the results of an annual graduates' survey to determine the activities of WCC graduates; and (8) programs of study at WCC, including associate degrees; certificates; continuing education/community service; Mainstream, the retirement institute; Professional Development Center; and Educational Opportunity Center. This pamphlet contains listings of leadership members for the State University of New York, Westchester County, and Board of Legislators. It also contains a list of WCC members, including the Board of Trustees, College Foundation Officers, and College Administrators. (VWC)

ED 442 524 JC 000 463
Institutional Effectiveness: Key Performance Indicators. Revised.
 Truckee Meadows Community Coll., Sparks, NV.
 Pub Date—1999-01-00
 Note—25p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*College Outcomes Assessment, Community Colleges, Educational Finance, Educational Planning, *Evaluation Criteria, *Institutional Evaluation, *Performance, Two Year Colleges
 Identifiers—*Truckee Meadows Community College NV
 In the process of re-evaluating the measures for the performance indicators approved last year, the Planning and Development Division at Truckee Meadows Community College (TMCC) (Nevada) decided to consolidate some performance indicators and make slight word changes to others. The number of indicators was reduced from 48 to 37. The measures for the indicators were reviewed and improved. The changes to both the indicators and the measures are reflected here. The Institutional Effectiveness Chart identifies the eight Areas of Inquiry adopted by TMCC as the College's key indicators for institutional effectiveness in 1996. Each Area of Inquiry is linked to one or more of the College's Strategic Goals. The key word for each College Goal is identified with one or more Areas of Inquiry in order to show the relationship of the performance indicators to planning and budgeting. The key Areas of Inquiry for Institutional Effectiveness are as follows: Access and Equity; Employment Preparation and Placement; College University Transfer; Workforce Development; College/Community Partnerships; Cultural and Cross-Cultural Development; Instructional Effectiveness; and Resource Effectiveness. For five of these areas, subsequent pages in the report document one or more outcomes related to the area of inquiry. Contains 18 charts and graphs. (JA)

ED 442 524 JC 000 463

Institutional Effectiveness: Key Performance Indicators. Revised.
 Truckee Meadows Community Coll., Sparks, NV.
 Pub Date—1999-01-00
 Note—25p.
 Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*College Outcomes Assessment, Community Colleges, Educational Finance, Educational Planning, *Evaluation Criteria, *Institutional Evaluation, *Performance, Two Year Colleges
 Identifiers—*Truckee Meadows Community College NV
 In the process of re-evaluating the measures for the performance indicators approved last year, the Planning and Development Division at Truckee Meadows Community College (TMCC) (Nevada) decided to consolidate some performance indicators and make slight word changes to others. The number of indicators was reduced from 48 to 37. The measures for the indicators were reviewed and improved. The changes to both the indicators and the measures are reflected here. The Institutional Effectiveness Chart identifies the eight Areas of Inquiry adopted by TMCC as the College's key indicators for institutional effectiveness in 1996. Each Area of Inquiry is linked to one or more of the College's Strategic Goals. The key word for each College Goal is identified with one or more Areas of Inquiry in order to show the relationship of the performance indicators to planning and budgeting. The key Areas of Inquiry for Institutional Effectiveness are as follows: Access and Equity; Employment Preparation and Placement; College University Transfer; Workforce Development; College/Community Partnerships; Cultural and Cross-Cultural Development; Instructional Effectiveness; and Resource Effectiveness. For five of these areas, subsequent pages in the report document one or more outcomes related to the area of inquiry. Contains 18 charts and graphs. (JA)

ED 442 525 JC 000 465**Institutional Effectiveness: A Model for Planning, Assessment & Validation.**

Truckee Meadows Community Coll., Sparks, NV.
Pub Date—1999-00-00
Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Educational Objectives, *Educational Planning, Educational Quality, *Institutional Mission, Long Range Planning, Two Year Colleges

Identifiers—*Truckee Meadows Community College NV

The report presents Truckee Meadows Community College's (Colorado) model for assessing institutional effectiveness and validating the College's mission and vision, and the strategic plan for carrying out the institutional effectiveness model. It also outlines strategic goals for the years 1999-2001. From the system-wide directive that education and training are the chief means of developing human capital for investment in the economic health of the state of Nevada, the College has developed its own mission statement: "To develop our communities' diverse human potential." Truckee Meadows vision is to become the nexus for life-long learning for all members of the community. With the development and accessibility to information systems and networks (interactive learning), the College will provide customized quality learning at any location, at any time, for any level of readiness, and in flexible learning environments. Some of the key strategic goals include: (1) keeping pace with changing technologies to ensure student success; (2) functioning as a catalyst for strategic alliances with business and industry; (3) enhancing the college's outreach efforts; (4) delivering high quality education and services to upgrade skills; (5) expanding environmental scanning, forecasting, and research activities; and (6) assessing instructional effectiveness and student satisfaction. (JA)

ED 442 526 JC 000 466**Student Climate Survey, Spring 1998.**

Truckee Meadows Community Coll., Sparks, NV.
Pub Date—1998-00-00
Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance, Community Colleges, *Educational Environment, Educational Quality, Institutional Mission, *Student Attitudes, *Student Experience, *Student Surveys, Two Year Colleges

Identifiers—*Truckee Meadows Community College NV

Every three years, Truckee Meadows Community College (Nevada) administers a student climate survey that measures the attitudes, perceptions, and opinions of its student population. The instrument used to survey the student body was designed with three basic objectives in mind: (1) validate the institutional mission; (2) obtain input regarding the relevance of programs and services; and (3) access the on-campus climate and educational atmosphere. The topics addressed in this survey include: (1) Institutional Mission; (2) Education & Instruction; (3) Student Life; and (4) Factors Associated with Influencing a Student's Decision to Attend the college. Seventy-three percent of the 476 respondents indicated that the function of the College to "offer associate degree programs so that students can transfer to a four-year college to continue their studies toward a bachelor's degree" is "very important" and 71% indicated that the College is doing "excellent" in performing that function. Fifty-eight percent indicated that offering hands-on work experience (i.e. internships) for students is "very important" while 45% indicated that the College is doing "excellent" or "good" in this area. Students' decision to attend were frequently influenced by factors such as low to moderate cost, small class size, availability of a particular major, and the opportunity to work while attending school. (JA)

ED 442 527 JC 000 467

Sanderson, Allen Phua, Voon Chin Herda, David
The American Faculty Poll.

RIE DEC 2000

Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.; National Opinion Research Center, Chicago, IL.

Pub Date—2000-00-00

Note—118p.

Available from—TIAA-CREF, 730 Third Avenue, 21st Floor, New York, NY 10017-3206. Tel: 212-490-9000.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Faculty, Higher Education, Job Satisfaction, National Surveys, Tables (Data), *Teacher Attitudes, *Teacher Surveys, *Work Environment

This report provides an overview of the American Faculty Poll project and principal findings which covers faculty members' attitudes about their career choices and professional life, their level of satisfaction with various aspects of the work environment, their opinions about institutional policies and priorities, and their views about the present state of higher education and prospects for its future. The report begins with a brief methodological overview followed by a description of the sociodemographics of the sample. A total of 1511 faculty completed the survey, of whom one-quarter worked at two-year colleges, 28 percent worked at private four-year institutions, and 48 percent were in public four-year institutions. The third section examines faculty overall career choices and attitudes. The discussion continues with a section covering factors that faculty members consider important in their work and career as well as their levels of satisfaction with these factors. In the fifth section, the report examines factors that impinge upon the academic work of faculty. Next, the report presents faculty members' assessments of institutional policies and priorities. The seventh section provides faculty members' opinions on tenure, tuition, and fees. The report concludes with faculty members' views on the present state of higher education and possible future directions. Appendices contain a copy of the questionnaire survey used; additional demographic data; contains tables and figures referenced in the text; and technical notes on sample design and selection, descriptions of data collection and preparation, weighting scheme, and sampling errors. (VWC)

PS

ED 442 528 PS 023 963**Montessori Theory into Practice: A Practical Newsletter for NAMTA Members, 1995.**

North American Montessori Teachers Association, Cleveland Heights, OH.

Pub Date—1995-00-00

Note—25p.; Published twice a year.

Journal Cit—Montessori Theory into Practice Newsletter; Mar-May 1995

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Awareness, Career Development, Change, Child Development, Child Rearing, Early Childhood Education, *Employment Opportunities, Resistance to Change, Teacher Associations, *Television Viewing

Identifiers—*Montessori Schools, Summer, Summer Vacations

These two issues of Theory into Practice, a practical newsletter of the North American Montessori Teachers Association (NAMTA), contains feature articles, upcoming events, and a job bulletin detailing employment opportunities categorized by state and country. The March issue focuses on television's effects and contains an article on the 1st Annual National TV-Turnoff Week, along with "Plays End" (Joseph Chilton Pearce), describing detrimental effects of television on child development. The May issue contains two articles: (1) "The Freedom of Responsibility" (Christopher Ackerman), which discusses the importance of developing responsibility in children; and (2) "The

Transition from Home to Classroom" (Priscilla Winning), which focuses on children returning to school after summer break, including reactions of regression, fear, fatigue, and irritability, and giving tips to help ease the transition into the new classroom environment. (BGC)

ED 442 529 PS 024 246**Welfare Reform Briefing Book.**

Children's Defense Fund, Washington, DC.

Pub Date—1995-01-00

Note—45p.

Available from—Children's Defense Fund, 25 E Street, NW; Washington, DC 20001; Tel: 202-662-3510; Fax: 202-662-3530 (\$3).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Block Grants, *Child Health, Disadvantaged Environment, Educational Opportunities, Federal Legislation, Federal State Relationship, Financial Support, Parent Role, *Poverty, Welfare Recipients, *Welfare Services, Young Children

Identifiers—*Aid to Families with Dependent Children, Children's Defense Fund, *Welfare Reform

This report presents information on the Aid to Families with Dependent Children (AFDC) program in light of efforts at welfare reform. Following a listing of whom to call at the Children's Defense Fund (CDF) regarding various welfare issues, the report's first section, "Basic Facts on Welfare," presents information on the AFDC in a question-and-answer format. The next section, "State-by-State Fact Sheets on Welfare Reform," presents data collected by the United States Department of Health and Human Services on the AFDC. The third section discusses why Safety Net Entitlements must not be converted into block grants and is followed by a section that discusses the Personal Responsibility Act. The fifth section presents charts on major welfare bills and is followed by an analysis of the differences between major reform bills. The sixth section provides a discussion of child poverty—"The Costs of Child Poverty: Key Findings from Wasting America's Future." The report is concluded by a discussion of CDF's long-term vision for welfare, emphasizing the following areas: employment opportunities, child care, education and training, job retention, health coverage, child support, family integrity, and work incentives. (MOK)

ED 442 530 PS 025 070

Belm, Dan

Family Day Care Handbook. Fifth Edition.

California Child Care Resource and Referral Network, San Francisco.

Spons Agency—Ford Foundation, New York, NY.; American Express Foundation, New York, NY.; Pacific Telesis Foundation, San Francisco, CA.; Bank of America NT & SA, San Francisco, CA.; Smith Richardson Foundation, Inc., Greensboro, NC.; Chevron, U.S.A. Inc., San Francisco, CA.; Chevron School Broadcast; James G. Irvine Foundation, San Francisco, CA.; David and Lucile Packard Foundation, Los Altos, CA.; GTE Lenkurt, San Carlos, CA.; Department of Health and Human Services, Washington, DC.

Pub Date—1993-00-00

Note—405p.; Additional funding provided by Meryn's Wells Fargo Foundation, Pacific Gas and Electric Company, California Community Foundation, and the State of California.

Available from—California Child Care Resource and Referral Network, 111 New Montgomery Street, 7th Floor, San Francisco, CA 94105; Tel: 415-882-0234; Fax: 415-882-6233 (\$46, plus shipping. California residents add appropriate sales tax).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Caregiver Child Relationship, Child Caregivers, Child Health, Day Care, Early Childhood Education, *Family Day Care, Instructional Materials, Nutrition, Parent Materi-

112 Document Resumes

als, Safety, *Spanish Speaking, Training Methods
Identifiers—California Child Care Initiative, *Caregiver Training, Parent Caregiver Relationship

The California Child Care Initiative is a collaborative program with the objective of increasing the supply of licensed quality child care in the state to better meet demand. This handbook provides family child care providers with guidance in implementing and maintaining a family daycare operation. The handbook provides articles, sample forms and worksheets, and handouts in the following areas: (1) "Getting Started," including self evaluation, state licensing, and leasing, zoning, and handicapped accessibility restrictions; (2) "The Business of Family Day Care," including setting fees, business planning and bookkeeping, liability insurance, working with an assistant or substitute, and professionalism; (3) "Working with Parents," including interview and trial period, what a parent expects from a provider, and contracts; (4) "Health and Safety," including fire and earthquake safety, hygiene, common childhood and contagious illness, first aid, HIV, and disabilities and special needs; (5) "Food and Nutrition," including planning menus, feeding infants, choking, food allergies, nutrition education, and snacks; (6) "Working with Children," including developmental characteristics, sexuality, school-age children, play, arranging space, toys and equipment, movement, science field trips, toilet training, and television; and (7) "Further Resources," including family day care associations. (HTH)

ED 442 531 PS 025 129

Fielden, Frank, Ed.

Of Primary Interest Newsletter, 1993-1994.

Colorado State Dept. of Education, Denver; Colorado Association for the Education of Young Children, Denver.

Pub Date—1994-00-00

Note—17p.

Available from—Colorado Department of Education, Early Childhood Initiatives, 201 East Colfax Avenue, Denver, CO 80203. Tel: 303-866-6674.

Journal Cit—Of Primary Interest Newsletter; v1 n1-4 Win 1993-Fall 1994

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, Class Organization, Constructivism (Learning), Cooperative Programs, Coordination, *Developmentally Appropriate Practices, *Educational Change, *Educational Improvement, Kindergarten, Newsletters, Performance Based Assessment, Portfolio Assessment, *Primary Education, Resource Materials, Student Evaluation, Teacher Attitudes, Young Children

Identifiers—Colorado, Project Head Start

These four newsletter issues provide information on current research and practice to early childhood professionals teaching in the primary grades in Colorado, focusing on education reform and developmentally appropriate practice. The first issue notes research supporting developmentally appropriate practice, describes Kentucky's primary school program, and announces resources for primary grade teachers. The second issue focuses on the use of portfolios for authentic assessments, and a doctoral study contrasting teacher beliefs and practice regarding developmentally appropriate teaching. The third issue explores linkages between Head Start and the primary grades, characteristics of appropriate primary classrooms, and constructivism in the classroom. The fourth issue examines the role of preschool professionals in advocating better elementary schools, notes a study of kindergarten teachers' beliefs, and announces a report by the technical planning group for Goal 1 of the National Education Goals—that all children will start school ready to learn. (KDFB)

ED 442 532 PS 025 887

Enter, Jeanne

Mediating Permanency Outcomes. Practice Manual [and Parent Empowerment Workbooks].

Child Welfare League of America, Inc., Washington, DC.

Spons Agency—Department of Health and Human Services, Washington, DC.

Report No.—ISBN-0-87868-600-2

Pub Date—1997-00-00

Contract—90C00631/01

Note—103p.

Available from—CWLA, c/o PMDS, PO Box 2019, Annapolis Junction, MD 20701-2019; Tel: 301-617-7825; Fax: 301-206-9789 (Stock No. 6002, Manual and workbook set, \$34.95; Additional workbooks only, Stock No. 6100, \$16.95).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adopted Children, *Adopt on, *Adoptive Parents, Caregiver Role, Caseworkers, *Child Rearing, Child Welfare, Guidance Personnel, Parent Attitudes, Parent Child Relationship, *Parent Counseling, Parent Education, Parent Participation, Parent Role, Parenting Skills, *Placement

Identifiers—Adoption Assistance, *Mediation, Mediation Techniques, Mediators, *Permanency Planning (Foster Care)

Based on an Oregon pilot project to explore alternatives to court termination of parental rights, the four Parent Empowerment workbooks and the Practice Manual which make up this set are intended to help caseworkers or mediators assist parents in self-examination and decision making, allowing the parents to consider both parenting and adoption options in a non-coercive atmosphere. The workbooks are designed to empower parents by providing appropriate choices individually tailored to their needs by the caseworker. The workbooks may also help caseworkers and mediators design cooperative adoptions with parents. Workbook 1, "A Child's Needs," addresses the child's needs including where they have been, people that make a difference, what is important to the child, what gives the child strength, the child's needs, and benefits of cooperative. Workbook 2, "Looking at Options," looks at options including parenting, adoption, child's needs, considering choices, and thinking about loss. Workbook 3, "A Cooperative Adoption," addresses cooperative adoption including openness, choosing parents, meeting parents, planning the agreement, contact before placement, and the adoption agreement. Workbook 4, "Letting Go," addresses letting go, including plans and goals, visits, transitions, good-bye ceremonies, grief, loss, healing, and new relationships. The Practice Manual presents a process that works in establishing openness in a wide variety of adoptions. The manual includes suggestions for professionals, ideas for transitions, and additional questions that might help clients. (Contains 39 references.) (SD)

ED 442 533 PS 026 078

Mahoney, Gerald Mahoney, Frida

Developmental Rainbow: Early Childhood Development Profile.

Family Child Learning Center, Tallmadge, OH.

Pub Date—1996-00-00

Note—166p.

Available from—Family Child Learning Center, 143 Northwest Avenue, Building A, Tallmadge, OH 44278; Tel: 330-633-2055 (\$18, plus \$3 shipping and handling. Quantity rates available).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavior Development, *Child Behavior, *Child Development, Child Health, Child Language, *Developmental Stages, Early Childhood Education, Interpersonal Competence, Language Skills, Psychomotor Skills, Self Management, Thinking Skills

Identifiers—*Developmental Screening, *Developmental Sequences, Developmental Theory

One of the most important skills of professionals who work with young children is the ability to assess developmental functioning through informal observation. This skill serves as the foundation for

screening or identifying children in need of developmental services, conducting play-based developmental assessments, and helping parents to understand their child's behavior. This book provides a detailed listing of developmental skills and behaviors that children are likely to manifest during the period from birth through 5 years of age. Children's behavior is addressed across five domains: cognition, language, social-emotional functioning, motor development, and self-help skills. The cognitive profile addresses: (1) object use, including exploration, functional use, and problem solving; (2) discrimination/association/classification, including social, actions, and objects; and (3) symbolic representation including memory (object permanence), intentionality, drawing/writing/reading, and pretend. The language/communication profile addresses: (1) receptive language, including attention, discrimination, and comprehension; (2) pragmatics, including communicative functions and language usage; (3) verbal proficiency, including phonology, lexical forms, and grammatical forms; and (4) imitation, including spontaneous and elicited. The social/emotional profile addresses: (1) relational behaviors, including attachment, adults, and peers; (2) self awareness/expression, including emotional reactions, egocentrism, and independence/dependence; and (3) social conventions, including play with others, compliance with rules, and responsibility. The motor profile addresses: (1) fine motor, including grasp, reach, and object manipulation; (2) posture/balance, including head control, sit, and stand; (3) locomotion, including crawling, walking/running, and climbing; and (4) active motor, including throwing, jumping, and kicking. The adaptive functioning profile addresses: (1) eating; (2) self care, including toileting, dressing, and grooming; (3) clean up; and (4) daily living skills. (SD)

ED 442 534 PS 026 153

Miller, Laurie Anderson, Candice

Empowering Parents: Developing Support, Leadership, Advocacy, and Activism. Child Care Action Campaign Issue Brief #2.

Child Care Action Campaign, New York, NY.

Pub Date—1996-00-00

Note—9p.

Available from—Child Care Action Campaign, 330 Seventh Avenue, 17th Floor, New York, NY 10001; Tel: 212-239-0138; Fax: 212-268-6515; Web site: <http://www.childcareaction.org> (\$3 prepaid).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, *Child Advocacy, Day Care, Elementary Education, Leadership, Low Income Groups, Parent Education, *Parent Empowerment, *Parent Participation, Parent School Relationship, *Parents, Preschool Education

Identifiers—Parent Services Project CA

This report from a 1995 Child Care Action Campaign national audioconference examines approaches to empowering parents through developing support, leadership, advocacy, and activism to better enable low-income parents to become effective change agents. The report describes the experiences of three parent programs, which found that parents typically help their children first, recognize the interests they share with other parents, and then take an increasingly active role in programs, institutions, and public policies that directly influence their lives. The first program described, the Parent Services Project (California), offers low-income parents the opportunity to take responsibility for organizing social and educational activities and managing resources to carry them out. This program confirms to the child care center staff that parents are assets to their children's development. The second program, Parent Leadership Institute (Connecticut), trains parents to work as community activists and child advocates in school systems and local government. Parents who participated in this 9-month training program have raised funds and organized courses for parents in their children's schools, and have effectively dealt with city government officials to rectify dangerous situations in the school. The third program, Parents United for Child

Care (Massachusetts), has organized 1,500 parents to identify, lobby for, and pursue specific improvements in child care funding and programs to meet their family needs. This group has expanded school-age child care, developed and expanded care and education for preschool children, and increased child care funding for welfare recipients and working poor participants in education and training. (KB)

ED 442 535

PS 026 155

Dronkers, Lance

Influencing Welfare and Child Care Reform:

Strategies from Colorado and Washington.

Child Care Action Campaign Issue Brief #4.

Child Care Action Campaign, New York, NY.

Pub Date—1996-00-00

Note—9p.

Available from—Child Care Action Campaign, 330 Seventh Avenue, 17th Floor, New York, NY 10001; Tel: 212-239-0138; fax: 212-268-6515; Web site: <http://www.childcareaction.org>. (S3 prepaid).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Welfare, Community Responsibility, Community Role, *Day Care, Early Childhood Education, Financial Support, Government Role, Public Policy, State Programs

Identifiers—Business Community Relationship, Child Care Action Campaign, *Child Care Needs, Colorado, Washington, *Welfare Reform

State strategies used to build constituencies and expand the resource base of the child care systems they are developing will be an important contribution to the success of welfare reform. This report, from a 1996 Child Care Action Campaign national audioconference, describes the innovative strategies used to strengthen leadership, expand community participation, and increase investments in child care in Colorado and Washington. The report notes that Colorado's efforts involve a high-level business commission and a grass roots movement, each operating independently of the other but in mutually reinforcing ways, and have mobilized new child care advocates whose legislative victories range from an income-tax check-off for investments in child care quality to an expansion of preschool capacity to restoring the dependent care tax credit to families. The report includes the recommendations of the Colorado Business Commission on Child Care Financing, which had direct impact on the decisions of a committee on welfare reform in the Colorado legislature. Also noted are the efforts of the Colorado Children's Campaign, which developed advocacy training around the children's agenda and personalized the need for better child care through a doll project to build support for child care solutions. The report then describes efforts in Washington, where coordinated priority-setting and budget-negotiating among child care advocates and agency officials are the essence of an effective legislative strategy that has kept child care at the forefront of welfare reform proposals, increased state-funded subsidies for low-income working families, and increased state funding for child care training and licensing activities. This report includes a description of the Washington State Child Care Coordinating Committee. (KB)

ED 442 536

PS 026 253

Taylor, Humphrey

Harris Poll on Child Care. The Harris Poll #5.
Harris (Louis) and Associates, Inc., New York, NY.

Report No.—ISSN-0895-7983

Pub Date—1998-01-28

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, *Day Care, Day Care Centers, Early Childhood Education, Federal

Legislation, Government Role, *Parent Attitudes, Surveys

Identifiers—Affordability, Availability (Programs and Services), Child Care Costs, *Child Care Needs, Day Care Quality

Recent proposals by President Clinton to increase the availability and affordability of child care address a major issue of concern for many parents. This Harris Poll on child care surveyed 1,000 adults between January 14 and 18, 1998. The findings indicate that: (1) about half of all adults were aware of the president's recent proposal; (2) most of the adults who had heard of the proposal supported it; (3) a quarter of all adults said that they or their partners had used or needed child care in the last 5 years, with half of these parents saying that it was extremely or very difficult to find affordable care, and 44 percent said that it was extremely or very difficult to find high quality care; (4) about half of adults who had sought child care in the last 5 years said that the lack of acceptable child care reduced their ability to do their job as well as they wanted, and 43 percent indicated that the lack of acceptable care prevented them from taking a job; (5) over 80 percent of adults responded positively to a proposal to give tax breaks to employers who offer flexible working hours or encourage telecommuting; and (6) 60 percent believe that it is primarily the families' responsibility to find child care, while 15 percent believe it is the government's responsibility and 23 percent, the employers' responsibility. (Eight tables list questions asked and detail findings.) (KB)

ED 442 537

PS 026 637

Lee, Christine W. Ohlandt, Stephanie J. Witte, Ann Dryden

Parents Receiving Subsidized Child Care:

Where Do They Work?

Florida Children's Forum, Tallahassee.

Spons Agency—Department of Health and Human Services, Washington, DC; National Science Foundation, Washington, DC. Div. of Undergraduate Education; Carnegie Corp. of New York, NY; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Pub Date—1996-00-00

Note—26p.; Additional funding provided by Wellesley College, Department of Economics.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Day Care, Early Childhood Education, Employed Parents, *Employment Patterns, Family Work Relationship, Labor Market, *Low Income Groups, *Welfare Recipients, Welfare Services

Identifiers—Florida (Duval County), Florida (Pinellas County), Florida (Tallahassee), *Subsidized Child Care Services, Welfare Reform, *Working Poor

To stimulate two-generational self-sufficiency for low-income families and follow through on welfare reform guidelines on term limits and work requirements, it is necessary to acquire data on the low-income labor market and the low-income child care market, as well as on the interactions of these markets. This study investigated the type of employment available for the working poor in three diverse areas of Florida on the premise that this information can provide an important context for the welfare-to-work transition required by welfare reform. Employment information was downloaded from the Child Care Management System databases of the Child Care Coordinating Agencies in Duval County, Pinellas County, and the Big Bend area in December 1995. Findings indicated that the working poor in the sample received federal, local, and state subsidies to help them pay for child care while they work. Most subjects were employed in retail trade, principally fast-food restaurants and grocery stores. After retail trade, employment patterns varied for each study area, with major employment including health services, business services, and public administration. (Statistics for employment patterns in each area are appended.) (JPB)

ED 442 538

PS 027 164

Keeping Peace at Home: Parenting Skills That Work. Parent & Child Videos. [Videotape].

Pub Date—1998-00-00

Note—Op.; For other documents in series, see ED 430 664 and ED 441 578.

Available from—Sunburst Communications, 101 Castleton Street, P.O. Box 40, Pleasantville, NY 10570-9807 (37-minute videotape, \$89.95). Tel: 800-431-1934 (Toll Free); Tel: 914-747-3310; Fax: 914-747-4109; e-mail: service@nysunburst.com; Web site: <http://www.sunburst.com>.

Pub Type—Guides - Non-Classroom (055) — Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Behavior Change, Behavior Problems, Change Strategies, Child Rearing, Conflict, *Conflict Resolution, Family Environment, *Parent Child Relationship, Parent Education, *Sibling Relationship, Videotape Recordings, Workshops

While conflict is a normal part of family life, there are ways to head off fights before they begin or peacefully resolve those conflicts parents cannot stop. This videotape-based parent workshop program builds from realistic scenarios of parent/child and sibling conflicts to present parents with the tools they need to help change the household environment. The 38-minute videotape, featuring award-winning parenting authors Adele Faber and Elaine Mazlish, uses "before" and "after" vignettes to illustrate steps for circumventing or resolving family conflicts. These steps are: (1) respecting feelings by listening and giving feelings a name; (2) managing anger, including avoiding the accusative "you," using self talk, and calming down; (3) communicating, featuring the top 10 ways to provoke conflict and the top 10 ways to engage cooperation, and how to get the facts of a situation before responding; and (4) problem solving—listening, expressing feelings, defining the problem, brainstorming solutions, and evaluating ideas and choosing ones that will work. Problem-solving strategies are shown in the context of a family meeting. The video concludes by noting that no strategy works 100 percent of the time, but that even small changes can make a big difference in the home atmosphere and how parents interact with children. Print materials accompanying the program video include a description of the program and its learning objectives, a script of the video, and reproducible handouts for parents and for children to use at home. (Contains 17 references.) (HTH)

ED 442 539

PS 027 748

Blake, Rebecca Fairfield, Scott Paxson, Lynne

Improving Student Motivation through the Use of Cooperative Learning and Multiple Intelligences.

Pub Date—1999-05-00

Note—67p.; Master of Arts Action Research Project, Saint Xavier University and Skyline Professional Development.

Pub Type—Dissertations/Theses (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Action Research, Behavior Change, Behavior Problems, Change Strategies, Classroom Techniques, Conflict Resolution, *Cooperative Learning, Elementary School Students, Elementary Secondary Education, High School Students, Interpersonal Competence, Middle School Students, *Multiple Intelligences, Student Attitudes, Student Behavior, *Student Motivation

Identifiers—Conflict Management

This action research project implemented and evaluated a program to improve student motivation through the use of cooperative learning and multiple intelligences. The targeted population consisted of students in fourth, sixth, and tenth grade in a consolidated school district located in a rural area in the Midwest. The problems of low academic achievement and inappropriate behavior were documented by means of school records, structured observations, and student questionnaires. The seven-month intervention consisted of a cooperative learning curriculum and the adoption of a multiple intelligences approach, emphasizing the development of appropriate social skills and conflict management. Data on student progress were obtained on a pre-post basis by means of student

surveys, teacher observation checklists, and teacher-made tests. The post-intervention data indicated that engaging students in cooperative learning, implementing multiple intelligences, and providing a variety of student activities improved academic achievement and resulted in a decrease of inappropriate behavior. (Sixteen appendices include data collection instruments and sample instructional materials. Contains 23 references.) (Author/KB)

ED 442 540 PS 027 898

Turning Points: Canadians from Coast to Coast Set a New Course for Healthy Child and Youth Development. The National Goals for Healthy Child and Youth Development = Points Tourment: Les Canadiens et les Canadiennes d'un océan à l'autre tracent une nouvelle voie pour le développement sain des enfants et des adolescents. Les objectifs nationaux pour le développement sain des enfants et des adolescents.

Ministry of Health, Ottawa (Ontario).

Report No.—ISBN-0-662-23976-8

Pub Date—1995-00-00

Note—56p.

Available from—Publications, Health Canada, Tunney's Pasture, Ottawa, Ontario K1A 0K9, Canada (Cat. No. H21-125/1995E); Tel: 613-954-5995; Fax: 613-941-5366.

Language—English, French

Pub Type—Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adolescent Development, *Adolescents, Change Strategies, Child Development, *Child Health, *Children, Federal Programs, Foreign Countries, Government Role, Health Promotion, *Objectives, Program Descriptions, *Public Policy, *Well Being

Identifiers—Canada

This document details Canada's mission to safeguard and improve the health and well-being of all Canadian children and youth and presents eight national goals through which Canada plans to fulfill that mission. The document is presented in three parts. Part 1 describes the development of national goals, including their origin in the underlying principles of the United Nations Convention on the Rights of the Child, a consideration of a broad view of child and adolescent health, the responsibility of federal governments acting on behalf of the public, the 4-year consultation process used to develop the goals, and the results of reviews by aboriginal communities in Canada. Part 2 of the document details eight national goals: (1) value all children and youth in Canada and share responsibility for their healthy development; (2) support families in their role as the primary caregivers of children; (3) make health promotion and prevention of disease, disability, and injury among children and youth a priority of healthy public policies; (4) reduce child and youth poverty; (5) protect children and youth from abuse, violence, inequity, and discrimination; (6) ensure that young people have opportunities to participate in decisions about their healthy development and encourage them to make healthy life choices; (7) strengthen the capacity of communities to promote and improve healthy child and youth development; and (8) develop collaborative, cost-effective strategies to achieve measurable improvements in health outcomes for children and youth. Part 3 of the document describes initiatives at the community, provincial, and federal levels to meet these national goals. (KB)

ED 442 541 PS 028 021

Hays, Sharon

The Cultural Contradictions of Motherhood.

Report No.—ISBN-0-300-07652-5

Pub Date—1996-00-00

Note—272p.

Available from—Yale University Press, P.O. Box 209040, New Haven, CT 06520. Tel: 800-987-7323 (Toll Free); Fax: 800-777-9253 (Toll Free); e-mail: custservice.press@yale.edu (cloth: ISBN-0-300-06682-1, \$32; paper:

ISBN-0-300-7652-5, \$15).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Child Rearing, Cultural Influences, *Employed Parents, *Mother Attitudes, *Mothers, *Parent Child Relationship, Parent Education, *Social Attitudes, Social Change

Identifiers—Brazelton (T Berry), Historical Background, Spock (Benjamin)

Arguing that the contemporary cultural model of socially appropriate mothering takes the form of an ideology of "intensive mothering," this book explores the contradictions manifested by pressures on mothers to expend time, energy, and resources on raising children when so many women are in the workplace, and by the unselfish nurturing that guides mothers in a culture motivated by self-interested gain. The book draws on three types of data: the history of ideas about child rearing, a textual analysis of best-selling contemporary child-rearing manuals, and interviews with mothers. Chapter 1 of the book explores a disagreement between a mother and her boss in order to lay out the problem addressed by the remainder of the book. Chapter 2 charts the historical construction of contemporary ideas regarding child rearing, childhood, and mothering. Chapter 3 examines the approaches of the three top-selling authors of contemporary child-rearing manuals: Dr. Benjamin Spock, Dr. T. Berry Brazelton, and Penelope Leach. The remaining chapters present the words of contemporary mothers. Chapter 4 explores diversity among mothers, examining differences among individual women as well as the more systematic differences that follow from social-class background. Chapter 5 moves from differences to similarities, outlining the central tenets and overall logic of appropriate child rearing as it is elaborated by mothers themselves. Chapter 6 considers the important question of how paid working mothers and stay-at-home mothers make sense of their respective positions, showing that both groups share a deep commitment to the ideology of intensive child rearing. Chapter 7 concludes the book, attempting to untangle the social roots of the paradoxical persistence of the ideology of intensive mothers. This chapter argues that the ideology of intensive mothering is protected and promoted because it holds a fragile but nonetheless powerful cultural position as the last best defense against what many people see as the impoverishment of social ties, communal obligations, and unremunerated commitments. (Includes extensive notes, by chapter, and a 369-item bibliography.) (HTH)

ED 442 542

PS 028 022

Grant, Julia

Raising Baby by the Book: The Education of American Mothers.

Report No.—ISBN-0-300-07214-7

Pub Date—1998-00-00

Note—320p.

Available from—Yale University Press, P.O. Box 209040, New Haven, CT 06520 (\$35). Tel: 800-987-7323 (Toll Free); Fax: 800-777-9253; e-mail: custservice.press@yale.edu.

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—*Attitude Change, Child Development, *Child Rearing, Early Childhood Education, Ethnicity, Family Environment, Fathers, Mother Attitudes, *Mothers, Nuclear Family, One Parent Family, *Parent Education, Parent Role, Race, Social Attitudes, Social Change, Socioeconomic Influences

Identifiers—*Experts, Historical Background

Although most nineteenth-century American parents relied staunchly on common sense in raising their children, by the 1920s numerous parent education programs had been established to urge a scientific approach to child rearing. Today, American parents are besieged with medical and psychological advice about bringing up "normal" children. This study of the education of American mothers shows how the tides of opinion about proper child care have shifted from the early 1800s, when maternal associations discussed biblical and secular theories of child rearing, through the 1950s, when books

like Dr. Spock's "Baby and Child Care" were widely consulted, to today's era of television advice-givers. The book draws from a wide range of historical sources and describes the medicalization of mothering, ongoing negotiations between mothers and professionals, and parents' reactions to the experts' recommendations. Following an introduction, the book's chapters are as follows: (1) "Fitting Their Nurture to Their Nature: The Emergence of Education for Motherhood"; (2) "Divine Motherhood versus Intelligent Parenthood: Women's Organizations and the Child-Study Campaign"; (3) "What Is the Matter with Our Children Today?": Race, Class, and Ethnicity in the Parent Education Movement"; (4) "Bringing Science to the People: Delivering the Message of Scientific Motherhood"; (5) "Caught between Common Sense and Science: Mothers' Responses to Child Development Expertise"; (6) "Democracy Begins at Home: The Practice and Politics of Parenting in the 1930s and 1940s"; and (7) "Dear Doctor: The Impact of the Baby Book on Post-World War II Mothers." The concluding chapter explores attitudes about motherhood and gender roles in parenting and asserts that if we want to live in a society that knows how to care for children and their mothers, maternal practices and discourse about children should become the concern of all citizens. (Contains extensive notes, by chapter.) (HTH)

ED 442 543

PS 028 023

Michel, Sonya

Children's Interests/Mothers' Rights: The Shaping of America's Child Care Policy.

Report No.—ISBN-0-300-05951-5

Pub Date—1999-00-00

Note—432p.; Publication of this book has been supported by a grant from the Oliver M. Dickerson Fund.

Available from—Yale University Press, P.O. Box 209040, New Haven, CT 06520. Tel: 800-987-7323 (Toll Free); Fax: 800-777-9253 (Toll Free); e-mail: custservice.press@yale.edu. (Cloth: ISBN-0-300-05951-5, \$40; Paper: ISBN-0-300-08551-6, \$18).

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Child Development, *Child Rearing, Child Welfare, *Children, Comparative Analysis, Early Childhood Education, *Employed Parents, Foreign Countries, *Mothers, *Public Policy, *Social Change, Socioeconomic Influences, Theories

Identifiers—Europe, Historical Background, United States

Examining why the United States is one of the few advanced democratic market societies that do not offer child care as a universal public benefit or entitlement, this book is a comprehensive history of child care policy and practices in the United States from the colonial period to the present. The book shows why the current child care system evolved as it did and places its history within a broad comparative context. Drawing on a full range of archival material, the book shows how U.S. child care policy was shaped by changing theories of child development and early childhood education, attitudes toward maternal employment, and conceptions of the proper roles of minority women. The book further argues that current policy—erratic, inadequate, and stigmatized—is typical of the American way of "doing welfare." Following an introduction on child care and social citizenship for women, the book's chapters are as follows: (1) "The Multiple Origins of American Child Care"; (2) "The Road Not Taken: A Turning Point in Policies toward Wage-Earning Mothers"; (3) "Studied Neglect: Federal Inaction in the 1920s"; (4) "Uncle Sam's Cradles: New Deal and Wartime Policies"; (5) "Should Mothers Work? Prescriptions and Practices in the Postwar Era"; (6) "Making an Issue of Child Care"; and (7) "A Divided Constituency," on competing social attitudes toward out-of-home care. The book's epilogue explores American child care policy in comparison to that of European countries. Four appendices include a list of attendees at the 1941 Conference on Day Care of Children of Working Mothers and a list of 17 ways in which business

can become involved in child care. (Contains extensive notes, by chapter.) (HTH)

ED 442 544 PS 028 238

Brazelton, T. Berry

Discipline: Teaching Limits with Love. [Videotape].

Pub Date—1999-00-00

Note—Op.

Available from—I Am Your Child, 335 North Maple Drive, Suite 135, Beverly Hills, CA 90210 (27-minute VHS videotape, \$5 including shipping). Tel: 310-285-2385; Fax: 310-205-2760; Web site: www.iamyourchild.org.

Pub Type—Guides - Non-Classroom (055) — Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Child Development, *Child Rearing, Corporal Punishment, *Discipline, *Infants, *Parent Child Relationship, *Parents, Safety, Self Control, *Toddlers, Videotape Recordings

Identifiers—Daily Routines, Disciplinary Styles

Setting limits is one of the most difficult challenges parents face. In this 27-minute videotape, renowned pediatrician T. Berry Brazelton shows parents that setting limits is not punishment, but rather a loving way to teach a child how to control his or her own behavior. Highlighting parents interacting with their infants and toddlers in a variety of settings, the video notes that children seek limits when they create caregiving and family routines. Information is included on following topics: (1) why a child looks for limits, highlighting the development of trust and emotional security; (2) techniques for setting effective limits from early infancy, focusing on caregiving and family routines; (3) why a firm but gentle approach is the most effective; (4) managing emotions and avoiding physical punishment; and (5) why the limits children learn in their first few years build a foundation for the rest of their lives. The videotape also discusses parental strategies for dealing with toddlers' negativity and growing independence. The powerful role of growing language and reasoning abilities in 3-year-olds is emphasized, with tips provided for using language to label behavior and explaining why particular limits are set. Other issues discussed include dealing with sibling conflict and teaching children to set limits for themselves. The video concludes with a discussion among a group of parents on dealing with parental anger related to child behavior and spanking. (KB)

ED 442 545 PS 028 350

Cooing, Crying, Cuddling: Infant Brain Development. [Videotape].

National Association for the Education of Young Children, Washington, DC.

Pub Date—1998-00-00

Note—Op.

Available from—NAEYC, 1509 16th Street, N.W., Washington, DC 20036-1426; (28-minute VHS videotape: Order #897, \$42). Tel: 800-424-2460 (Toll-Free); Tel: 202-232-8777; Fax: 202-328-1846.

Pub Type—Non-Print Media (100) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Attachment Behavior, *Brain, *Caregiver Child Relationship, Caregiver Role, *Child Development, Child Health, Child Safety, *Early Experience, Emotional Development, Infant Behavior, *Infants, Nutrition, Parent Child Relationship, Parent Role, Prenatal Influences, Safety, Theories, Videotape Recordings

Identifiers—*Brain Development, Caregiver Behavior

Noting recent neuroscience research findings suggesting that caregivers play a vital role in brain development, this videotape explores the process of brain development during the first 15 months of life and presents implications for infant care. Part 1 of the 28-minute video discusses basic infant development and brain research, focusing on how the brain works, the role of early experience, developmental milestones, and the importance of attachment relationships.

Part 2 examines health and safety issues, highlighting influences on brain development, injuries that could impair brain development, creating a safe environment, and factors contributing to child abuse. Part 3 discusses caregiver responsiveness, guidance, and partnering, focusing on the ways caregivers' behavior provides the basis for a secure attachment, including sensitive behavior, predictability, teaching, creating a learning environment, and providing challenging and appropriate toys. Part 4 addresses ways caregivers can form partnerships with parents and presents characteristics of high quality child care programs. Part 5 summarizes the impact of the environment on early brain development, from prenatal effects to the role of intervention for at-risk infants. (KB)

ED 442 546 PS 028 571

Sorber, Anne Verbeck. Cunningham, Joseph G.

Playmate Preferences of Preschoolers: The Influence of Emotion, Gender, and Family Expressiveness.

Pub Date—1999-04-00

Note—30p.; Portions of paper were presented as a poster at the Biennial Meeting of the Society for Research in Child Development (62nd, Albuquerque, NM, April 15-18, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Emotional Development, *Emotional Response, Facial Expressions, Family Environment, *Family Influence, *Peer Relationship, *Preschool Children, Preschool Education, Self Expression, Sex Differences, *Sex Stereotypes, Story Reading

Identifiers—*Emotional Expression, Emotions

This study investigated effects of gender, emotion, and family expressiveness on preschool children's reactions to narrative characters' emotion expressions. Forty-five preschool children ranked ordered playmate preferences for male and female story characters who expressed happiness, anger, sadness, fear, and neutrality and indicated how much they liked such characters. The effect of children's family expressive environments on their responses was also assessed. Findings indicated that liking ratings were based solely on the nature of the emotion being expressed, with happy characters being liked the most and angry characters the least. Children did base some of their playmate preference rankings of the characters on gender stereotypes of emotion expression, and family expressiveness played a role in these preferences, with children from low-expressive homes making gender-stereotypic preferences more than children from high-expressive homes. (Contains 44 references.) (Author/EV)

ED 442 547 PS 028 572

Dharmadasa, Indranie

Teachers' Perspectives on Constructivist Teaching and Learning.

Pub Date—2000-04-00

Note—17p.; Paper presented at the Annual Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Constructivism (Learning), Curriculum Development, *Curriculum Problems, Instructional Innovation, Primary Education, *Teacher Attitudes, Teacher Effectiveness

Identifiers—*Curriculum Implementation

This study sought to answer three questions: (1) How do teachers perceive constructivist teaching and learning? (2) What are their perspectives after implementation of a constructivist curriculum? and (3) What are the problems pertaining to a transition to constructivist teaching and learning? The study analyzed the views of six third-grade teachers in six elementary schools in a Southeastern state prior to a proposed implementation of a constructivist curriculum, along with the views of the two teachers who implemented the constructivist science curriculum in their classrooms. Informal interviews prior to implementation indicated that teachers viewed a

constructivist approach to teaching as a challenge and a concept that is difficult to grasp in a short period of time. They considered it an additional burden that they were unable to handle and were concerned about its effect on classroom discipline. The two teachers who did implement the constructivist approach were supportive of the curriculum but were not confident about providing appropriate materials, promoting experimentation, and initiating children's construction of knowledge. (Contains 22 references.) (EV)

ED 442 548 PS 028 587

Honig, Alice Sterling

Promoting Creativity in Young Children.

Pub Date—2000-05-19

Note—56p.; Paper presented at the Annual Meeting of the Board of Advisors for Scholastic, Inc. (New York, NY, May 19, 2000).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Classroom Environment, *Creative Activities, Creative Art, *Creative Development, Creative Dramatics, *Creative Thinking, *Creativity, Creativity Research, Divergent Thinking, Early Childhood Education, Enrichment Activities, Self Expression, Teacher Role, *Teaching Methods

Identifiers—Creative Play

This paper discusses creativity in young children and what teachers can do to support and promote it. Topics addressed in the paper include: (1) teacher interest in promoting creativity; (2) defining creativity; (3) creativity in the socioemotional domain; (4) the relationship between creativity and empathy for others; (5) learning the secrets of promoting divergent thinking; (6) encouraging child cooperation to create a climate for creativity; (7) sharpening children's verbal tools; (8) humor to promote divergent thinking; (9) enlisting curricular components to engage children's creativity (such as music, art work, dance, drama, puppetry, and movement); (10) creating classroom time for imagination games; (11) how a strong knowledge base undergirds creativity; (12) how creative scenarios may serve children's deeper psychological needs; (13) imaginary parties to create a happy indoor climate during severe winters; (14) promoting poetry to prominence in the classroom; (15) celebrating creative writing; (16) classroom arrangements that enhance child creativity (such as dramatic play spaces); (17) power relations in the classroom that affect creativity; (18) other experiential domains where teachers can encourage creativity (including collections); (19) decreasing "consumer gimmicks" through emphasis on creativity; (20) partnering with parents to enrich creativity in children's lives; (21) the connections between creativity and mental health in early childhood; (22) the directions of creativity research, practice, and policy in the next decade; and (23) promoting creativity in society (including gender and creativity, the importance of fairy tales, and creative activities as buffers against stress). (Contains 66 references.) (EV)

ED 442 549 PS 028 588

Moss, Peter

Workforce Issues in Early Childhood Education and Care.

Pub Date—2000-05-00

Note—56p.; Paper presented at the Consultative Meeting on International Developments in Early Childhood Education and Care (New York, NY, May 11-12, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Child Care Occupations, Child Caregivers, Day Care, *Early Childhood Education, Foreign Countries, Labor Force, *Labor Force Development, National Programs, *National Surveys, Policy Analysis, Staff Role, Training

Identifiers—Caregiver Training, Day Care Quality, European Union

This paper addresses, in two parts, some issues in the staffing of early childhood services. Taking an international perspective, the first part of the paper

discusses: (1) the structure of the early childhood workforce; (2) the social construction of the early childhood worker; (3) gender; (4) staff to child ratios; (5) processes of transition in the reform of staffing; (6) the relationship between the staffing of early childhood services and other services for children; and (7) family day care. This part concludes with a series of questions about the staffing of early childhood services, especially concerning training and education, and presents, as a basis for discussion, a set of targets for staffing drawn from a larger set of 40 "quality targets" produced by the European Commission Childcare Network, an expert group drawn from the European Union's member states. The second part of the paper consists of accounts of staffing in center-based early childhood services in six case countries. This part provides detailed material to illustrate the general points made in part one. The six countries selected for special attention are Denmark, France, New Zealand, Spain, Sweden, and the United Kingdom. They were selected because they illustrate most of the range of diversity outlined in part one, with the exception that five of the six have integrated responsibility for all early childhood services within one system and government department, while most countries continue to divide responsibility between education and welfare systems. (Contains 67 references.) (Author/EV)

ED 442 550 PS 028 591

Halle, Tamara Le Menestrel, Suzanne

How Do Social, Economic, and Cultural Factors Influence Fathers' Involvement with Their Children? Child Trends Research Brief.

Child Trends, Inc., Washington, DC.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Freddie Mac Foundation, McLean, VA.

Pub Date—1999-00-00

Note—5p.; Brief based on literature reviews also prepared by Angela Dungee Greene and Kristin A. Moore.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Child Rearing, Cultural Influences, Economic Factors, Ethnic Groups, *Family Structure, Father Attitudes, Fatherless Family, *Fathers, *Parent Child Relationship, Parent Influence, *Parent Participation, Parent Role, *Racial Differences, Social Influences, *Socioeconomic Influences

Noting that socioeconomic, ethnic, and cultural variations among fathers and differences in family structure may affect fathers' roles and their level of involvement with their children, this brief summarizes key research findings on the ways in which various factors influence fathers' involvement in children's lives. Regarding socioeconomic influences, indicators such as education level, income, and social class have been found to be linked to father involvement; for instance, fathers with higher levels of education are more accessible to and engaged with their school-age children. Bleak economic conditions may lead fathers to seek alternative ways to be involved with their children. Regarding racial and ethnic variations, research has revealed variations in the amount and type of father involvement based on the racial/ethnic background of the father; however, there are perhaps as many or more similarities as there are differences. Regarding family structure, research has not kept pace with changes in family structure and children's living arrangements. Research does indicate that stepfathers vary in how involved they are in their parenting roles; single custodial fathers vary in their parenting role; and fathers who live apart from their children are usually much less involved with their children than fathers who reside with them. (Contains 28 endnotes.) (EV)

ED 442 551 PS 028 592

Le Menestrel, Suzanne

What Do Fathers Contribute to Children's Well-Being? Child Trends Research Brief.

Child Trends, Inc., Washington, DC.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Freddie Mac

Foundation, McLean, VA.

Pub Date—1999-00-00

Note—5p.; Brief based on literature reviews also prepared by Angela Dungee Greene, Tamara Halle, and Kristin A. Moore.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Child Rearing, Father Attitudes, Fatherless Family, *Fathers, *Parent Child Relationship, *Parent Influence, *Parent Participation, Parent Role

Identifiers—*Outcomes Expectancy

As rates of divorce and nonmarital childbearing have increased in recent decades, the percentage of children and fathers who live apart from one another has also increased. Yet our knowledge of how father involvement affects children's well-being in these situations is quite limited, since most research on fathers and children has focused on intact families. This brief summarizes key findings on the relationship between father involvement and child outcomes from that larger body of research, as well as the relatively small group of studies that consider fathers who live apart from their children. Main findings are as follows: (1) children benefit from positive relationships with their fathers; (2) fathers can positively influence their children's development by assuming a significant amount of the child care tasks; (3) a father's parenting style has implications for child well-being; (4) fathers' involvement can affect children's social development, cognitive development, and academic achievement; (5) limited research has been conducted on the relationship between child outcomes and involvement of fathers who do not live with their children; (6) provision of child support is related to children's cognitive development, academic achievement, and behavior; and (7) research findings on the association between frequency of father-child contact and child outcomes are mixed. (Contains 14 endnotes.) (EV)

ED 442 552 PS 028 593

Halle, Tamara

The Meaning of Father Involvement for Children. Child Trends Research Brief.

Child Trends, Inc., Washington, DC.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Freddie Mac Foundation, McLean, VA.

Pub Date—1999-00-00

Note—5p.; Brief based on literature reviews also prepared by Angela Dungee Greene, Suzanne Le Menestrel, and Kristin A. Moore.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Child Rearing, Father Attitudes, *Fathers, *Parent Child Relationship, Parent Influence, *Parent Participation, *Parent Role

This brief summarizes key research findings on new ways of thinking about father involvement and the roles that fathers play in children's lives. The main points addressed by the brief are as follows: (1) fathers can be involved with their children in more roles than just the provider role; (2) quality counts; (3) different styles of parent-child interaction can contribute in important ways to children's healthy development; and (4) dads are not just substitute moms. The bulk of the report discusses dad as: economic provider; friend and playmate; caregiver; teacher and role model; monitor and disciplinarian; protector; advocate; and resource. (EV)

ED 442 553 PS 028 594

Flynn, Margaret

Using TANF To Finance Out-of-School Time and Community School Initiatives. Strategy Brief, Volume 1, Number 2. Tools for Out-of-School Time and Community School Initiatives.

Finance Project, Washington, DC.

Spons Agency—DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Mott (C.S.) Foundation, Flint, MI.; Afterschool Alliance, Washington, DC.

Pub Date—1999-10-00

Note—13p.

Available from—Finance Project, 1000 Vermont Avenue, NW, Washington, DC 20005. Tel: 202-

628-4200; Fax: 202-628-4205; Web site: <http://www.financeproject.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*After School Programs, Block Grants, Community Schools, Elementary Secondary Education, *Financial Support, Program Descriptions, Public Policy, *School Recreational Programs, *State Federal Aid, State Programs

Identifiers—*Temporary Assistance for Needy Families

The Temporary Assistance for Needy Families (TANF) block grant has great potential for funding out-of-school time and community school initiatives. While the flexibility that states have in allocating TANF funds presents significant opportunity for innovation, it also presents a dizzying array of policy options. This strategy brief presents general considerations for using TANF to support out-of-school time and community school initiatives. The brief explores three strategies for using TANF funding, discusses considerations for the use of each strategy, and provides examples of innovative state approaches. (Contains 16 resources.) (EV)

ED 442 554 PS 028 595

Langford, Barbara Hanson

Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives. Strategy Brief, Volume 1, Number 3. Tools for Out-of-School Time and Community School Initiatives.

Finance Project, Washington, DC.

Spons Agency—DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.

Pub Date—2000-02-00

Note—22p.

Available from—Finance Project, 1000 Vermont Avenue, NW, Washington, DC 20005. Tel: 202-628-4200; Fax: 202-628-4205; Web site: <http://www.financeproject.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*After School Programs, *Breakfast Programs, Community Schools, Elementary Secondary Education, *Federal Aid, Federal Programs, *Financial Support, *Lunch Programs, School Recreational Programs

Noting the importance of good nutrition to out-of-school time programs serving children, this strategy brief provides an overview of the major sources of federal food and nutrition funds that can support out-of-school time and community school programs. The brief then highlights five strategies that community leaders and program developers can employ to maximize the use of federal food and nutrition funds in their communities. The strategy section describes the relevant funding sources for each strategy, including specific requirements for the use of program funds, and highlights examples of each strategy in practice. This section also discusses considerations for the use of each strategy. The five strategies address snacks, meals, summer nutrition, technical assistance and outreach, and combining applications. (Contains 19 resources.) (EV)

ED 442 555 PS 028 596

Fletcher, Richard

Getting Dads Involved in Schools: Recruiting Fathers To Be Partners with Schools.

Newcastle Univ., Callaghan (Australia). Family Action Centre.

Report No.—ISBN-0-64634-724-1

Pub Date—1997-00-00

Note—39p.

Available from—Men and Boys Project, Family Action Centre, University of Newcastle, Callaghan, NSW 2308, Australia; Tel: 02-4921-8739; Fax: 02-4921-8686; e-mail: fmrf@cc.newcastle.edu.au; Web site: <http://www.newcastle.edu.au/departments/fac/boys> (Publication No. 978, \$5.50, GST included and included. Free shipping within Australia. Add 10% to order for shipping outside Australia. Make cheques payable to: The Men & Boys

Project).
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, Father Attitudes, *Fathers, Foreign Countries, *Parent Participation, Parent Role, *Parent School Relationship, Parent Student Relationship, *Program Descriptions

Identifiers—Australia

Acknowledging that if schools want fathers to become involved in their children's education, schools must value men for what they can contribute, this booklet presents stories giving a range of examples of schools trying to facilitate the involvement of fathers, including uncles, grandfathers, and other men from the community. The stories are not intended as recipes that will apply to every school or area but as starting points and guidelines for other schools and communities to make fathers an important part of the school culture. The booklet's first section is "Appreciating Dads: More Than a Father's Day Card." The second section, "Getting Dads In: Not a Recipe, But Some Useful Ideas," contains these stories: (1) "Let's Have a Story, Dad! Dads Reading to Young Students"; (2) "Guess Who's Coming to Breakfast? McDonalds in a Mining Town—A Place to Start"; (3) "Fathers and Friends Breakfast: Hearing, Seeing and Eating"; (4) "The Boy's Talk Program: Goulburn High School Invites Dads to Talk"; (5) "Barry's Story: What Do Men Think about When They Listen?"; (6) "Looking to Fathers: Preventing Rape—A Job for Dads"; (7) "Three Ways to Use a Dad: For Everybody's Benefit"; and (8) "Let's See What Happens: Four Men and a Stick Head West." The third section, "Being Like a Dad: A Proper, Unpaid Activity for a Man," contains: (1) "Wow, This Really Works! Having a Son Fathered"; (2) "One Hour a Week Can Help: From a Shy Little Boy to a Confident Lad"; (3) "An Awful Lot of Satisfaction: Literacy in Broken Hill"; (4) "Achieving Success: A Seaman Gets Involved"; and (5) "Becoming an Advocate and a Guardian: Male, Single, and Patient." The final section, "And What about the Future? Suggestions for a Preferred Future," contains the text of a letter from Australia's Minister for Family Matters. (EV)

ED 442 556 PS 028 616
Nuijens, Karen Mrozak, Kate Zhe, Elizabeth Chadha, Jagdeep Tillman, Jamie Repinski, Daniel Zook, Joan

Parents' Education and Features of Parent-Adolescent Relationships as Predictors of Adolescents' Academic Performance.

Pub Date—2000-03-00

Note—10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, March 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Adolescent Attitudes, Adolescent Behavior, *Adolescents, Educational Attainment, Fathers, Mothers, *Parent Child Relationship, Parent Influence, Parents, *Predictor Variables, Secondary Education, Secondary School Students

This study employed self-reports from seventh- and tenth-graders to examine parents' level of education and features of parent-adolescent relationships as predictors of adolescents' academic performance. Features of parent-adolescent relationships were assessed as follows: mothers' and fathers' influence with respect to academic performance, subjective closeness with mothers and with fathers, and positive and negative emotions experienced in relationships with mothers and fathers. Adolescents' academic performance was assessed by grade point average, academic functioning, and academic motivation. Findings showed stronger associations between the predictors and the criteria for participants in the tenth grade. In addition, features of adolescents' relationships with mothers, as compared to those with fathers, were more consistently correlated with tenth-graders' academic performance. Overall, prediction of academic performance for the tenth-grade sample was highly

related to affective features of parent-adolescent relationships, and academic functioning was the most consistently predicted criterion. Parents' education was not as strong a predictor as expected. However, mothers' education was found to be a significant, negative predictor of tenth-graders' academic motivation. (Author/EV)

ED 442 557 PS 028 619

Laut, William Laut, Sheila

Raising Multiple Birth Children: A Parents' Survival Guide. Surviving the First Three Years of Twins & Supertwins.

Report No.—ISBN-1-886284-35-0

Pub Date—1999-00-00

Note—249p.; Produced with Kristin Benit.

Available from—Chandler House Press, 335 Chandler Street, Worcester, MA 01602; Tel: 800-642-6657 (Toll-Free); Tel: 508-756-7644; Fax: 508-756-9425; Web site: <http://www.chandlerhousepress.com> (\$19.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Development, *Child Rearing, Family Financial Resources, Family Relationship, *Infant Care, *Infants, *Parent Child Relationship, Parent Materials, Parenting Skills, *Parents, Pregnancy, Resources, Sibling Relationship, Travel, *Twins

Identifiers—Marital Quality, *Multiple Birth Family, Relationship Quality, Triplets

Although the rate of multiple births has skyrocketed, many parents of twins and triplets find that they are struggling on their own to cope with the emotional, psychological, and financial pressures of parenting more than one baby. This book is a survival guide for parents of multiples, containing a compendium of tips and techniques collected from parents of multiple births across the country. The chapters are: (1) "Congratulations, and Fasten Your Seat Belt!" focusing on pregnancy; (2) "Time To Feather Your Nest—A Guide to What You Will Need"; (3) "Will They Ever Sleep through the Night?—The First Six Months," addressing sleeping, feeding, colic, and finding help; (4) "Life Will Never Be the Same!—Your New Lifestyle," concerning parent adjustment; (5) "Are They Natural?" on responding to personal questions; (6) "Bringing Home the Bacon"—Financial Issues"; (7) "Who Are All These Little People?—The Second and Third Years," focusing on teaching social skills, discipline, and toilet training; (8) "The Instant Family Doesn't Come with Instructions—Making It Work and Building Quality Relationships"; (9) "Can We Come Too?—Around Town or Around the World—Traveling with Multiples"; (10) "Another Year Already?—Birthdays and Holidays"; (11) "Quick, Give Me an Idea, FAST!," including tips regarding shopping and cleaning up; (12) "It's Gonna Take More Than Sit-Ups—Tummy Tucks," concerning plastic surgery; (13) "I Miss the Kids Already and They're Only Sleeping," containing parents' reflections on their children's growth; and (14) "Where To Turn for Information and Support." (KB)

ED 442 558 PS 028 628

Wauha, Lyndon D.

Tired of Yelling: Teaching Our Children To Resolve Conflict.

Report No.—ISBN-0-7434-0076-3

Pub Date—1999-00-00

Note—277p.; Produced with Letitia Sweitzer.

Available from—Pocket Books, 1230 Avenue of the Americas, 9th Floor, New York, NY 10020-1586 (U.S., \$13.95; Canada, \$20.95). Tel: 212-698-7086; Fax: 212-632-8083; Web site: <http://www.SimonSays.com>.

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Adolescents, Brainstorming, Child Behavior, *Child Rearing, *Children, *Conflict Resolution, Decision Making, Discipline, Emotional Development, Emotional Experi-

ence, Motivation, *Parent Child Relationship, Resistance (Psychology)

One of the most important components of child rearing is to help children develop attitudes and skills that allow them to manage anger well and find solutions to conflict. This book presents a 15-step model showing parents how to teach their children they can resolve conflicts successfully by assessing their emotion and gauging its intensity, being angry while behaving well, listening actively, admitting fault, brainstorming solutions, and making acceptable decisions. Also discussed are strategies for overcoming children's resistance as well as motivation, defensiveness, and discipline. Chapter 1 presents the 15-step model for conflict resolution in 3 parts: (1) thinking steps; (2) talk/listen steps; and (3) solving steps. Chapter 2 presents some general principles and techniques for teaching children of any age. Chapter 3 addresses some special obstacles to tackle before teaching conflict resolution, including defensiveness, noncompliance, and adult reluctance. Chapters 4 through 7 present suggestions for teaching conflict resolution skills with age-appropriate language to four age groups: infants through preschoolers, elementary-school-age children, pre-adolescents, and teenagers. At the end of each of these chapters, a typical dispute is presented for each age group and suggestions for how to resolve it, using the 3-part model. Chapters 8 through 10 present the conflict resolution process from an adult perspective, using adult examples, a greater degree of analysis, and a mature perspective. The book's final chapter addresses frequently asked questions. (KB)

ED 442 559 PS 028 637

Kreuder, J. Lee Piecyk, Jessica Brickman Collins, Ann

Scant Increases after Welfare Reform: Regulated Child Care Supply in Illinois and Maryland, 1996-1998. A Report of the NCCP Child Care Research Partnership.

National Center for Children in Poverty, New York, NY.

Spons Agency—Carnegie Corp. of New York, NY; Ford Foundation, New York, NY.

Pub Date—2000-06-00

Note—65p.

Available from—National Center for Children in Poverty, Attn: Publications, 154 Haven Avenue, New York, NY 10032; Tel: 212-304-7100; Fax: 212-544-4200; Fax: 212-544-4201; Web site: <http://www.nccp.org> (\$8, Checks should be made payable to Columbia University).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Children, *Day Care, *Day Care Centers, Early Childhood Education, *Family Day Care, Low Income Groups, Supply and Demand

Identifiers—*Day Care Availability, Illinois, Project Head Start, Welfare Reform

This study examined changes in regulated child care supply in Illinois and Maryland between 1996 and 1998, focusing on communities with the highest concentrations of low-income families. Data were obtained from statewide child care resource and referral databases for June 1996, June 1997, and June 1998, and from 1990 U.S. census data obtained by zip code. Among the major findings are the following: Illinois and Maryland saw 6 percent growth in regulated child care slots per 1,000 children under 13 years from 1996 to 1998. All of Maryland's growth in capacity and most of Illinois' came in center care. The number of family child care providers declined slightly, although the number of slots grew modestly in Illinois and decreased in Maryland. Communities with the highest concentrations of low-income residents had significantly fewer regulated slots per 1,000 children than communities with the lowest concentrations of low-income individuals. Areas with higher concentrations of low-income individuals saw very little growth in child care supply. In both states, center care increased in all income areas, but generally grew more in more affluent areas. Maryland had high growth in the number of Head Start and prekin-

dergarten programs. Both states had greater growth in prekindergarten than in Head Start. The percentages of centers and homes that offered care for extended hours scarcely increased in Maryland and did not increase in Illinois. Over 2 years, the number of child care homes closing exceeded the number of homes opening in both states. (Data tables for 1998 are appended.) (KB)

ED 442 560 PS 028 638

Myers, Diana K., Ed. Wessels, Renee, Ed.

State of the World's Mothers 2000. A Report by Save the Children.

Save the Children, Westport, CT.

Spons Agency—Bill and Melinda Gates Foundation.

Pub Date—2000-05-00

Note—35p.

Available from—Save the Children, Department of Public Affairs and Communications, 54 Wilton Road, Westport, CT 06880. Tel: 203-221-4000; Fax: 203-226-6709; e-mail: savemothers@savechildren.org; Web site: <http://www.savethechildren.org>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Contraception, Developed Nations, Developing Nations, Educational Attainment, *Equal Education, *Family Planning, Foreign Countries, *Mothers, Public Policy, Quality of Life, Research Needs, *Social Indicators, Statistical Analysis, *Well Being

Identifiers—*Indicators, *Parent Needs

Noting that the well-being of children and that of mothers cannot be separated, this report provides information on the well-being of mothers worldwide. The report compares the status of mothers in 20 industrialized nations and in 86 developing countries, and creates a Mothers' Index measuring the overall status of mothers. The Mothers' Index is a composite of elements contributing to a woman's well-being, including health status, modern contraceptive use, literacy, and participation as national government officeholders; and elements contributing to a child's well-being, including infant mortality rate, access to safe water, primary school enrollment, and nutritional status. Data were based on published statistics from governments, international agencies, and research institutions. The report affirms the strong link between the well-being of mothers and children and identifies two factors that make a vital difference in their well-being: female education and access to—and use of—family planning services. The report also finds that national wealth alone does not guarantee the welfare of mothers and children. Recommendations from the analysis include the following: (1) ensure access to quality education for both women and girls; (2) ensure that all women have access to high quality, voluntary family planning services, in the context of broader maternal and child health services; (3) improve current research and conduct new studies that focus specifically on mothers; and (4) close the gap in mothers' and children's well-being among marginalized populations in industrialized countries. Appended is each country's score for each component of the Mother's Index, a description of the methodology, and research notes. (KB)

ED 442 561 PS 028 640

Sieben, Inez Rosenberg, Terry J. Bazile, Yoly

The Role of WIC Centers and Small Businesses in Enrolling Uninsured Children in Medicaid and Child Health Plus. Field Report.

Medical and Health Research Association of New York City, Inc., NY.

Spons Agency—Commonwealth Fund, New York, NY.

Pub Date—2000-03-00

Note—30p.

Available from—Commonwealth Fund, One East 75th Street, New York, NY 10021-2692. Tel: 888-777-2744 (Toll Free). For full text: <http://www.cmfwf.org> (order publication no. 372).

www.cmfwf.org (order publication no. 372).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Health, Children, Community Education, *Enrollment, Federal Programs, *Health Insurance, Low Income Groups, Models, *Outreach Programs, Parent Education, *Parents, Program Effectiveness, Program Evaluation, Small Businesses, Social Agencies, Welfare Recipients

Identifiers—Children's Health Insurance Program, New York, Women Infants Children Supplemental Food Program

Federal funding for children's health insurance may significantly reduce the problem of uninsured children in New York and subsequently improve child outcomes. This study evaluated the effectiveness of two program models in educating parents about available sources of health insurance and in increasing enrollment of uninsured children into Medicaid or Child Health Plus (CHP), New York's insurance program for children of low-income families. One model targeted low-income families applying for or receiving Women, Infants, and Children (WIC) nutritional services. The second model targeted owners/employees of small businesses selling WIC-approved foods and sought to educate them about the availability of Medicaid and CHP and to conduct enrollment at vendor sites. Pre- and post-implementation surveys were conducted to assess knowledge about health insurance, Medicaid, and CHP and to determine baseline enrollment rates. Findings indicated that WIC sites were ideal enrollment assistance sites. Awareness grew from 46 to 65 percent at enrollment-assistance sites, whereas comparison sites saw an increase from 52 to only 60 percent. Enrollment in CHP increased from 12 to 16 percent at intervention sites, compared to an increase from 8 to only 10 percent at comparison sites. Medicaid enrollment increased slightly at intervention sites and declined at the comparison sites. Small businesses participating in the WIC program were effective outreach vehicles but not efficient venues for enrollment. Facilitators could enroll approximately 1,000 children yearly at a cost of \$35 per application. It was concluded that new efforts are needed to reach families within their own communities and to facilitate their enrollment in Medicaid and CHP. (KB)

ED 442 562 PS 028 643

Nelson-Erichsen, Jean Erichsen, Heino R.

How To Adopt Internationally: A Guide for Agency-Directed and Independent Adoptions. 2000-2002 Edition.

Report No.—ISBN-0-940352-13-3

Pub Date—2000-00-00

Note—298p.

Available from—Mesa House Publishing, 3228 College Avenue, Fort Worth, TX 76110; Tel: 888-306-0060 (Toll-Free); Tel: 817-920-0114; Fax: 817-920-0419; email: orders@mesa-house.com (\$22).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adopted Children, *Adoption, *Adoptive Parents, Agencies, Agency Role, Bibliographies, International Cooperation, Parent Child Relationship, Parent Materials

Identifiers—*International Adoption

Many potential adoptive parents seeking international adoption find the process to be extremely complex. This guide details the international adoption process, including organizing a home study and fulfilling state requirements as well as selecting a country from which to adopt, working through emigration and immigration agencies, and traveling abroad to meet the potential adoptee. Chapter 1 discusses motivations for adoption. Chapter 2 contains excerpts from two parents' journal regarding their international adoption. Chapter 3 gives an overview of the international adoption process. Chapters 4 through 15 present a 23-step approach to successful international adoptions. Sample forms and documents are included at the end of the chapter in which they are discussed. Topics include choosing the right agency, obtaining state approval, obtaining preliminary INS approval, applying to a

foreign source, filing the orphan petition, making the adoption trip, meeting the potential adoptee, preparing for the trip home, dealing with health problems in developing countries, meeting requirements upon return to the U.S., and parenting the adopted child. The last half of the book is a compendium of the adoption laws and requirements for most countries participating in international adoption. For each country listed, the compendium includes a summary of adoption laws, the central authority in charge of adoption, address and phone number for the U.S. visa issuing post, and the number of orphans immigrated into the U.S. from that country. Appended are lists of resources and contacts, a glossary, and a bibliography of 109 resource materials. (KB)

ED 442 563 PS 028 645

Glennon, Will

200 Ways To Raise a Girl's Self-Esteem: An Indispensable Guide for Parents, Teachers & Other Concerned Caregivers.

Report No.—ISBN-1-57324-154-7

Pub Date—1999-00-00

Note—271p.; Foreword by Virginia Beane Rutter.

Available from—Conari Press, 2550 Ninth Street, Suite 101, Berkeley, CA 94710 (\$11.95); Tel: 800-685-9595 (Toll-Free); Tel: 510-649-7175; Fax: 510-649-7190; e-mail: conari@conari.com; Web site: <http://www.conari.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, *Child Rearing, *Children, *Daughters, Emotional Development, Emotional Experience, *Females, *Parent Child Relationship, Self Efficacy, *Self Esteem, Teacher Student Relationship

Identifiers—Risk Taking Behavior

Arguing that girls need caring adults to teach, advise, and create rituals that help them negotiate the transition to a womanhood based on feminine values and that includes roles traditionally thought to be male, this book provides a practical guide for raising healthy girls and suggests exercises for parents and teachers. Chapter 1 maintains that a healthy self-esteem is the result of being raised, loved, and mentored well. Chapter 2 presents activities highlighting the role that communicating parental love plays in laying the groundwork for developing self-esteem. Chapter 3 contains suggestions for modeling the kinds of attitudes and behaviors that will impact daughters' identity positively. Chapter 4 presents activities or suggestions for using words carefully with regard to feelings, sexuality, appearance, and identity. Chapter 5 describes how actions send a more powerful message than words and presents suggestions related to body language, unconscious bias, friend choices, and self defense. Chapter 6 explores ways that parents and teachers can create situations that will provide girls with the experience of self-discovery and the experience of being capable. Chapter 7 discusses the importance of sincerity in words and actions, and includes suggestions for spending more time with daughters, teaching a healthy respect for things, avoiding backhanded compliments, and making growing up fun. Chapter 8 reflects on the ways parents and teachers are blessed by playing such an important role in their lives, and the responsibility that accompanies that gift. (Contains 47 references.) (KB)

ED 442 564 PS 028 646

Glennon, Will

200 Ways To Raise a Boy's Emotional Intelligence: An Indispensable Guide for Parents, Teachers & Other Concerned Caregivers.

Report No.—ISBN-1-57324-020-6

Pub Date—2000-00-00

Note—221p.; Foreword by Jeanne and Don Elium.

Available from—Conari Press, 2550 Ninth Street, Suite 101, Berkeley, CA 94710; Tel: 800-685-9595 (Toll-Free); Tel: 510-649-7175; Fax: 510-649-7190; e-mail: conari@conari.com; Web

site: <http://www.conari.com> (\$12.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, Child Behavior, *Child Rearing, Childhood Attitudes, *Children, *Emotional Development, Emotional Experience, Learning Activities, *Males, Parent Attitudes, *Parent Child Relationship, Sex Stereotypes, Teacher Attitudes, Teacher Student Relationship

Identifiers—Adult Child Relationship, *Emotional Intelligence, Family Activities

Noting that parents of sons need advice on nurturing their son's unique emotional needs, this book presents practical suggestions for raising emotionally aware and healthy boys. Chapter 1, "The Importance of Emotionally Healthy Sons," maintains that the critical issue involved in raising sons is bringing them to maturity with their emotional centers intact and accessible. Chapter 2, "Exploring Your Own Assumptions," presents activities for parents and teachers involving the examination of attitudes related to gender roles, double standards, and other areas influencing child rearing. Chapter 3, "Developing New Attitudes and Behaviors," presents activities encouraging parents and teachers to nurture one's own emotional intelligence while helping sons, including ways to embrace optimism, build trust, air disagreements, and practice honesty. Chapter 4, "Helping Him Navigate the World of Emotions," contains suggestions for helping sons recognize their own emotions, including teaching the language of emotion, respecting his feelings, teaching him to take responsibility for his feelings, using sports for getting at feelings, and looking beyond anger. Chapter 5, "Supporting Him in Resisting Stereotypes," includes tips for engaging boys in discussions about gender roles, dealing with bullying, teaching conflict resolution, teaching independence and respect, giving them real mentors and role models, nurturing connections between brothers and sisters, and taking sons to work. Chapter 6, "Creating a New Model of Manhood," contains suggestions for opening a discussion with sons regarding a model of manhood involving emotional expression and deep interpersonal connections. The book concludes with a list of 17 resources related to emotional intelligence. (KB)

ED 442 565

PS 028 647

Zook, Joan M. Repinski, Daniel J.

Adolescent Parent Relationships and Academic Performance.

Pub Date—2000-04-00

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (Chicago, IL, April 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Adolescents, Grade 10, Grade 7, *Parent Child Relationship, Parent Influence, Parent Student Relationship, *Performance Factors, Predictor Variables, Secondary Education, Secondary School Students

Identifiers—Emotions

This study examined associations between parent-child relationships and adolescents' academic performance. Adolescents in 7th and 10th grade completed self-report questionnaires assessing 6 features of parent-adolescent relationships: time spent together, number of activities, degree of influence, frequency of experiencing positive emotions, negative emotions, and subjective closeness. Academic performance was assessed with school grades and self-report measures of academic functioning and academic motivation. Findings indicated that seventh-graders had higher academic performance than tenth-graders and had relationships with parents that involved more time, activities, influences, and positive emotions. Parent-adolescent relationship features predicted academic performance in the tenth-grade sample but not in the seventh-grade sample. The strongest predictors of tenth-graders' academic performance were the degree of influence and the frequency of experiencing

negative emotions in relationships with mothers. The findings suggest that multidimensional measures of parent-adolescent relationship features may be useful for improving understanding of parents' role in adolescents' academic performance. (Contains 11 references.) (Author/HTH)

ED 442 566

PS 028 655

Howard, Julie A.

The Verbal Environment of Children and Its Impact on the Development of a Sense of Self: A Comparison of Well and Depressed Mothers.

Pub Date—2000-05-00

Note—94p.; Doctoral Research Paper, Biola University.

Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Depression (Psychology), *Individual Development, Infants, *Mothers, Parent Child Relationship, Parent Influence, *Self Concept, Toddlers

Identifiers—*Maternal Speech

This review of the literature regarding the impact of maternal speech on the formation of a child's sense of self compares the speech of well mothers to that of depressed mothers. The review finds that maternal speech has a strong influence on the formation of symbolic self-representations during the toddler period. However, depressed mothers' speech is significantly different from that of normal mothers in terms of both content and process, and these differences have been shown to affect the way that children come to view themselves. Although no study specifically addressed the effect of depressed mothers' speech on the development of presymbolic self-representations, it is highly likely to have some effect via the mother's difficulty in maintaining interactions. Depressed mothers speak less to their infants, exaggerate their intonations less, and take longer to respond to infants, suggesting that interactions may be awkward at best or nonreinforcing at worst. Depressed mothers' speech to infants also appears to be critical and negative. These structural and content differences in depressed maternal speech carry over to the toddler period. The studies suggest that depressed mothers may be assisting their children in developing symbolic-self-representations that are highly negative in nature. However, the picture is more dynamic and complicated than is presented due to the impact of other individuals in the child's environment. How a father, siblings, peers, teachers, and grandparents respond will affect the process of forming an integrated sense of self. In addition, qualities within the child, such as temperament, will also affect the process. (Contains 70 references.) (HTH)

ED 442 567

PS 028 657

Cooper, Judy Smith, Cathy Smith, Veralee

Enhancing Student Social Skills through the Use of Cooperative Learning and Conflict Resolution Strategies.

Pub Date—2000-05-00

Note—93p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.

Pub Type— Dissertations/Theses (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Action Research, Behavior Change, Behavior Problems, *Conflict Resolution, Cooperative Learning, *Interpersonal Competence, Kindergarten, *Kindergarten Children, Language Acquisition, Prevention, Primary Education, Program Effectiveness, Program Evaluation, Violence

This action research project implemented and evaluated a program for enhancing students' social skills in order to increase their ability to work cooperatively and to resolve conflict. The targeted population consisted of kindergarten students in a lower income urban school, located in a medium-sized Midwestern city. The problem of insufficient social skills was evident from teacher observations and the frequent need for adult mediation. Analysis of probable cause data revealed several contributing factors, including frequent exposure to violence and lack of role models for resolving conflict. Faculty

also reported insufficient language experiences and opportunities to interact socially with others prior to entering kindergarten. A review of solution strategies suggested by professional sources and educational literature resulted in the selection of 3 interventions over a 4-month period: explicit teaching of social skills, the use of a violence prevention program, and the application of cooperative learning strategies. Post-intervention data indicated an increase in students' social skills, ability to work cooperatively, and ability to resolve conflicts. (Seven appendices include a teacher observation chart and student and parent surveys. Contains 47 references.) (Author/HTH)

ED 442 568

PS 028 658

Cheng, Karen O.

Review of the Literature Regarding the Short- and Long-Term Consequences of Corporal Punishment on Children.

Pub Date—2000-05-00

Note—65p.; Doctoral Research Paper, Biola University.

Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Aggression, *Behavior Problems, *Child Behavior, Children, *Corporal Punishment, Cultural Influences, Discipline, *Family Environment, Parent Child Relationship, Research Needs, Research Problems, Toddlers

Identifiers—Disciplinary Styles

Controversies continue regarding the effects of corporal punishment on children. Research has demonstrated an association between levels of corporal punishment and negative outcome behaviors such as aggression and other mental health problems. However, most of these studies have been cross-sectional and correlational in design, thereby precluding causal inferences. A more comprehensive understanding of the effects of corporal punishment requires taking into account the context of discipline and parent-child relationships, the influence of child and parent characteristics, as well as the cultural context in which corporal punishment takes place. This review of the literature addresses these issues as well as examining the current state of research, methodology, and issues of causality, and implications for parent education and future research. The review finds that the risk for negative and harmful consequences increases when corporal punishment is used in the context of a harsh, abusive, or dysfunctional parenting approach, and also when it continues to be the practice in older children and adults. Recent studies have begun to examine more closely the influence of culture on children's perceptions and interpretation of spanking and its subsequent effect on child behavior. Future research should examine the effects of physical punishment on a wide variety of other desirable and undesirable child outcomes. (Contains 48 references.) (Author/HTH)

ED 442 569

PS 028 660

State Profiles of Child Well-Being. KIDS COUNT Data Book, 2000.

Annie E. Casey Foundation, Baltimore, MD.

Report No.—ISSN-1060-9814

Pub Date—2000-00-00

Note—393p.

Available from—Annie E. Casey Foundation, Attn: KIDS COUNT Data Book, 701 St. Paul Street, Baltimore, MD 21202. Tel: 410-223-2890; Web site: <http://www.aecf.org>.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*At Risk Persons, Birth Weight, Child Health, Child Welfare, *Children, Day Care, *Demography, Dropout Rate, Early Parenthood, Elementary Secondary Education, Employed Parents, Incidence, Mortality Rate, One Parent Family, Poverty, Preschool Education, *Social Indicators, *State Surveys, Statis-

tical Surveys, Tables (Data), Trend Analysis, *Well Being, Youth Problems
 Identifiers—*Indicators

This Kids Count report examines national and statewide trends in the well-being of the nation's children. The statistical portrait is based on 10 indicators of well-being: (1) percent of low birthweight babies; (2) infant mortality rate; (3) child death rate; (4) rate of teen deaths by accident, homicide, and suicide; (5) teen birth rate; (6) percent of teens who are high school dropouts; (7) percent of teens not attending school and not working; (8) percent of children living with parents who do not have full-time, year-round employment; (9) percent of children living in poverty; and (10) percent of families with children headed by a single parent. Among the findings, the report shows that between 1990 and 1997, all 50 states saw an increase in the percent of low birthweight babies. The percent of children in poverty and the percent of families with children headed by a single parent also increased nationally. The remaining seven indicators showed improvement or no change. The bulk of the report is comprised of national and state profiles. The national profiles include information on demographic change; economic characteristics; child health and education; child care indicators; juvenile justice; access to phones, computers, and the Internet; and trend data. State profiles include trend data and national rankings for each indicator. Three appendices provide standard scores and national rankings, multi-year trend data for Kids Count indicators, and multi-year national composite ranks. Definitions, data sources, and criteria for selecting indicators are included. (HTH)

ED 442 570 PS 028 661

Morrish, Ronald G.

**Secrets of Discipline for Parents & Teachers:
 12 Keys for Raising Responsible Children.**

Report No.—ISBN-0-9681131-0-9

Pub Date—1997-00-00

Note—146p.

Available from—Woodstream Publishing, P.O. Box 1093, Fonthill, Ontario, Canada L0S 1E0; Tel: 905-892-2715; Fax: 905-892-8936 (U.S., \$12.95; Canada, \$16.95).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Rearing, *Children, Classroom Techniques, Compliance (Psychology), *Discipline, Elementary Secondary Education, *Parent Child Relationship, Parent Role, Parents, Teacher Role, *Teacher Student Relationship, Teachers

In implementing behavior management, which allows children the freedom to make their own choices and then rewards them for making good choices, many parents and teachers have forgotten to limit children to choices that are theirs to make, and therefore fail to teach children the skills they need to become responsible, cooperative, and productive. This book presents a four-part discipline system designed to raise responsible children: training compliance, teaching skills, and managing choices. Part 1 of this book, "Discipline Gone Awry," describes how current discipline systems fail to set limits and explores problems in negotiating with children for compliance. The remaining parts of the book each correspond with the 3 steps of the system. Part 2 discusses compliance with fundamental rules as a habit trained through direct supervision and direct instruction. Part 3 presents information on teaching responsible behavior to children directly, the use of positive practice, the importance of practicing behaviors before they are needed, and teaching self-discipline. Part 4 concerns managing choices and discusses the importance of making decisions for children until they are mature enough to make decisions for themselves; this part also discusses chores, grades, courtesy, positive family relationships, setting standards, motivation and the concept of self-esteem, prevention, and dealing with lying and stealing, homework, disputes, temper tantrums, interruptions, teasing, and fighting. The book concludes with the charge that parents become committed to teaching

their children skills and attitudes they need, make a commitment to their own authority, and insist on growth in their children. (KB)

ED 442 571 PS 028 662

Finley, Darla Pettinger, Ann Rutherford, Timika Timmes, Valerie

Developing Emotional Intelligence in a Multi-age Classroom.

Pub Date—2000-05-00

Note—62p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.

Pub Type—Dissertations/Theses (040) — Tests/Questionnaires (160)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Action Research, Change Strategies, Classroom Techniques, Curriculum Development, Early Childhood Education, *Interpersonal Competence, Intervention, *Mixed Age Grouping, Peer Relationship, *Social Adjustment, *Student Improvement, *Teaching Methods

Identifiers—Emotional Intelligence, Second Step Violence Prevention Program

This action research project investigated a modified integrated curriculum for students in a multiage classroom who lacked personal and social skills. The lack of such skills in the prekindergarten through first-grade students was documented by means of teacher observations, summary reports, daily behavior reports, student portfolios, discussions with other teachers, and test scores. Data revealed that the students had problems with poor listening, off-task behavior, high levels of dependency on older peers within the class, disruptive behavior due to high frustration levels, low participation in classroom activities, and inability to make transitions successfully from group to independent activities. An examination of curriculum content and instructional strategies revealed few opportunities for students to make choices, no integration of the desired social skills in the curriculum, ineffective team-building strategies, and inappropriate implementation of individual monitoring plans. Two interventions were selected: a revised and enhanced approach to implementing the Second Step Program (Committee for Children), and a mandatory staff development workshop that focused on instructional strategies and curriculum enhancements to more effectively develop students' personal and social skills. Post-intervention data indicated an improvement in the students' transfer of social skills in daily real-life situations, an improvement in their approach to resolving conflicts, and an increase in their ability to work cooperatively. (Seven appendices include checklists and questionnaires. Contains 31 references.) (EV)

ED 442 572 PS 028 663

Gore, Scott W.

Enhancing Students Emotional Intelligence and Social Adeptness.

Pub Date—2000-05-00

Note—78p.; Master's Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Evaluative (142)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Action Research, Behavior Change, Change Strategies, Conflict Resolution, Cooperation, Empathy, Grade 6, *Interpersonal Competence, *Middle School Students, Middle Schools, Program Effectiveness, *Social Cognition

Identifiers—Emotional Expression, *Emotional Intelligence

This action research project implemented and evaluated a curriculum designed to help students with varying degrees of emotional intelligence improve their social adeptness. The targeted population consisted of sixth-grade students in a large urban setting in central Illinois. The students' levels of social ineptness were determined and documented via data collected from various instruments: teacher observation checklists, behavior records, student questionnaires, and reflective journal writ-

ing. Analysis of probable causes data revealed that students lack interpersonal skills related to: communicating feelings effectively, empathizing with others, working cooperatively with others, and handling conflict with poise. A review of solution strategies combined with an analysis of the problem setting resulted in a 16-week intervention focusing on five components of emotional intelligence: cooperation, communication, expression of feelings, appreciation of diversity, and conflict resolution. Each topic was covered twice a week over 2 weeks, then revisited for 1 week each. The final week was devoted to conducting final assessments. Post-intervention data indicated an overall improvement in the number of students displaying exemplary interpersonal social skills in the classroom setting. Twenty-six appendices include a discipline record form, student questionnaire, teacher observation checklist, and instructional materials. (Contains 39 references.) (Author/HTH)

ED 442 573 PS 028 664

Bempechat, Janine

Getting Our Kids Back on Track: Educating Children for the Future.

Report No.—ISBN-0-7879-4991-4

Pub Date—2000-00-00

Note—196p.

Available from—Jossey-Bass Publishers, 350 Sansome Street, 5th Floor, San Francisco, CA 94104 (\$25). Tel: 888-378-2537 (Toll Free); Fax: 800-605-2665 (Toll Free); Web site: <http://www.josseybass.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Change Strategies, Elementary Secondary Education, *Extracurricular Activities, Family Environment, Homework, *Parent Aspiration, *Parent Student Relationship, Parent Teacher Cooperation, School Attitudes, Self Esteem, Socioeconomic Influences, Student Attitudes, Student Improvement, Student Needs, *Teacher Expectations of Students

In parents' quest to keep children "well-rounded" with out-of-school activities, they leave little time for homework and other activities considered by many to be important for their education. However, those parents who advocate for reduced homework loads, stress-free schoolwork, and an increase in extracurricular activities may actually be doing their children a disservice. Noting that more affluent parents are expressing increased anger at attempts to infuse their children's schools with the kind of academic rigor for which poor parents clamor, this book offers parents and teachers a practical guide to encourage and support children's academic success and, by doing so, bolster their self-worth. The book uses real-life examples drawn from years of research to show how to set priorities and help children develop traits of persistence, diligence, and the ability to delay gratification. The book's chapters are as follows: (1) "Challenging Our Assumptions"; (2) "Talking to Your Children about School"; (3) "Supporting Achievement at Home"; (4) "Dealing with Homework"; (5) "Working with the Teacher's Values"; (6) "Balancing Extra-Curricular Interests with Academic Obligations"; (7) "Confronting Negative Peer Pressure"; and (8) "What You Say and Do Really Matters." Helpful questions for parents to ask themselves and their children's teachers are appended. (Contains extensive notes, by chapter.) (HTH)

ED 442 574 PS 028 665

Baldes, Deborah Cahill, Christy Moretto, Felicia

Motivating Students To Learn through Multiple Intelligences, Cooperative Learning, and Positive Discipline.

Pub Date—2000-05-00

Note—121p.; Masters Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Pro-

gram.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Action Research, *Cooperative Learning, *Discipline, Elementary Education, Elementary School Students, Grade 4, Grade 6, Kindergarten, Middle School Students, Middle Schools, *Multiple Intelligences, *Program Effectiveness, Student Improvement, *Student Motivation

This action research project implemented and evaluated a program to motivate students to learn through multiple intelligences, cooperative learning, and positive discipline. The targeted population consisted of students in kindergarten, fourth grade, and sixth grade at two grade school and one middle school sites. Evidence of lack of motivation among these students was found in teacher observations; student interaction and communication with peers and teachers; teacher assessment of daily work; observation of student projects during whole class, independent, and cooperative learning sessions; and report cards/midterms and other checklists that indicate academic and work habit performance. During the 16-week intervention, the teachers implemented teaching strategies consistent with cooperative learning, multiple intelligences, and positive discipline to create a child-centered, motivating, positive, safe, and trusting environment. During the intervention, students participated in pre- and post-intervention interviews, weekly student inventories, and anecdotal record keeping. Data indicated that the program reduced inappropriate behaviors and increased student motivation. Teacher/researchers' time correcting misbehavior was reduced, leaving more time available for academic instruction and resulting in student academic and personal growth. Twenty-two appendices include student interview forms, lesson plans, and instructional materials. (Contains 33 references.) (HTH)

ED 442 575

PS 028 666

Reason, Jacki

Good To Work for: Employing Staff and Working with Volunteers in Small Groups. Starting Points: A Practical Guide, 28.

National Early Years Network, London (England).

Report No.—ISBN-1-870985-46-X

Pub Date—1998-07-00

Note—68p.; Funded by the National Lottery Charities Board.

Available from—National Early Years Network, 77 Holloway Road, London N7 8JZ, England, United Kingdom.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Care Occupations, Child Caregivers, Day Care, Early Childhood Education, Employees, Employer Employee Relationship, Employers, *Employment Practices, Foreign Countries, Labor Legislation, *Personnel Management, *Personnel Policy, Quality of Working Life, Volunteers, Work Environment

Identifiers—Great Britain

Even small groups of child care workers can benefit from clear procedures that help ensure fair treatment and create an atmosphere of security in which staff can concentrate on providing the best possible care for young children. This guide provides child care employers, employees, and volunteers in Great Britain with information about their rights and responsibilities. The guide focuses on small groups and on the need to safeguard children when recruiting the people who work with them. The guide discusses good practice and lists the legal requirements for major aspects of employment that are relevant to small groups, including recruitment, contracts, equality of opportunity, payment, health and safety at work, maternity rights, and disciplinary rules and grievance procedures. The guide also has pages of sample forms and documents, including a contract, pay slip, and interviewing forms, that provide employers with practical resources in the workplace. (EV)

ED 442 576

PS 028 668

Lindon, Jennie

Too Safe for Their Own Good? Helping Children Learn about Risk and Lifeskills.

National Early Years Network, London (England).

Report No.—ISBN-1-870985-53-2

Pub Date—1999-00-00

Note—75p.

Available from—National Early Years Network, 77 Holloway Road, London N7 8JZ, England, United Kingdom. Tel: 0207-607-9573; Fax: 0207-700-1105; email: NationalEarlyYearsNetwork@compuserve.com (8.50 British Pounds Sterling).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accidents, Caregiver Child Relationship, *Child Safety, Early Childhood Education, Foreign Countries, Parent Teacher Cooperation, Personal Autonomy, Play, *Risk, *Risk Management, *Safety, Self Care Skills, Self Evaluation (Groups), Teacher Student Relationship, Travel, *Young Children

Identifiers—Risk Assessment, *Risk Reduction, Risk Taking Behavior

Because young children have a limited understanding of risks that surround them, many adults try to create a risk-free environment for them. Suggesting that this strategy may leave children without the skills to manage risk and may make it difficult for them to judge situations for themselves, this book provides a practical guide showing adults how they can share their skills with young children and teach them about safety in a caring, supervised environment. Chapter 1 discusses the use of risk assessment in early childhood settings. Chapter 2 examines what and how children learn about safety from birth to age 8 years. Chapter 3 discusses how adults can deal with accidents in a way that will support children's learning, focusing on a problem-solving approach and providing emotional support, while chapter 4 provides strategies adults can use to share their experience with children, including coaching and sharing skills. Chapter 5 details the opportunities for learning self-care and caring skills in early childhood settings, including hygiene, basic first aid, and fire and heat. Chapter 6 deals with ways of providing balance between safety and a decent challenge in physical play. Chapter 7 discusses the use of tools in early childhood activities such as crafts and gardening and ways to increase children's ability to take responsibility. Chapter 8 examines child safety during travel and their increasing ability for independent travel. Chapter 9 discusses sharing responsibility with parents regarding children's safety. Chapter 10 presents staff activities for ensuring safe, enjoyable play. (KB)

ED 442 577

PS 028 669

Wolf, Mary L. Reichardt, Veronica

Crosswalk Connection: A Parent's Guide to Bridging the Gap between Home and School.

Report No.—ISBN-0-615-11576-4

Pub Date—2000-00-00

Note—186p.

Available from—Amazon.com Advantage, 520 South Brandon Street, Seattle, WA 98108 (\$12.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Cognitive Style, Elementary Secondary Education, Family Environment, *Family School Relationship, Multiple Intelligences, Parent Education, *Parent Participation, *Parent Student Relationship, Parent Teacher Cooperation, Partnerships in Education, School Community Relationship

Drawing on a parent's perspective, this booklet presents tools, strategies, and information a parent will need to ensure their child will get the best education possible. The book's chapters are as follows: (1) "Organizing Your Home for Success," including teaching the child to be organized and what to do to

promote learning at home; (2) "Understanding Your Child as a Learner," on learning styles and appropriate psychological, sociological, environmental, emotional, physiological, and perceptual strategies; (3) "Communicating with Your School," including strategies for effective two-way communication and for different types of parent-teacher conferences; (4) "Finding the Right School," including the process for reviewing the neighborhood school, sample questions for principal and teacher interviews, and checklists for school visits; and (5) "Supporting Your Child's School," including partnerships in the areas of parenting, communicating, volunteering, learning at home, making decisions, and collaborating with the community. The book's appendix includes activities, resources, and additional checklists. A glossary of educational terms and reproducible templates conclude the book. (HTH)

ED 442 578

PS 028 671

DiBlassio, Jamie Calore, Kristen Chambliss, Catherine

The Association between Various Shared Activities and the Quality of Parent-Child Relationships.

Pub Date—2000-00-00

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Parent Child Relationship, Parent Participation, *Parents, Questionnaires, Undergraduate Students, *Young Adults

Identifiers—*Family Activities, *Relationship Quality

This study examined the association between various shared activities and the quality of parent-child relationships. Participating in the study were 211 undergraduate students attending a small liberal arts college. They completed a questionnaire in which they rated the quality of their relationship with their parents, the amount of contact they had with their parents, and the activities shared with mothers and with fathers when the participants were young children. A summary score for quality of relationship with mother and a separate score for quality of relationship with father were calculated. Median splits were performed on both summary scores, distinguishing between those with high quality relationships and those with low quality relationships with each of their parents. T-tests were performed to compare these two groups in terms of involvement in 22 shared activities between parents and children, such as driving to lessons, watching sports, putting child to bed, watching television, doing homework, exercising, cooking, vacationing, eating breakfast, eating dinner, participating in holiday events, and gardening. The findings indicated that there were significant differences between the two groups on almost all the scores for shared activities with the mother (except camping) and the father (except going to museums and zoos). The results offer strong support for the idea that shared activities with young children are associated with more positive relationships with parents during late adolescence and early adulthood. The type of shared activity did not seem to matter. (KB)

ED 442 579

PS 028 672

Becker, Nettie

A Comprehensive Guide for Caregivers in Day-Care Settings: Training Child Care Workers and Parents To Reduce the At-Risk Factor in Infants and Young Children.

Report No.—ISBN-0-398-06930-1

Pub Date—1999-00-00

Note—209p.; Produced with Paul Becker.

Available from—Charles C. Thomas Publisher, Ltd., 2600 South First Street, Springfield, IL 62794-9265 (Cloth, \$52.95; Paper, \$35.95). Tel: 217-789-8980.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*At Risk Persons, *Attachment Behavior, *Caregiver Child Relationship, *Child Caregivers, Class Activities, Day Care, Discipline, Early Childhood Education, Early Inter-

vention, Emotional Development, Infant Care, Infants, Learning Activities, *Parent Child Relationship, Parent Education, *Young Children Identifiers—Attachment Disorders, Day Care Quality, *Security of Attachment

Noting that millions of young American children are at-risk because they have been denied bonding and communication with a caring adult, this book serves as a call for national attention and provides a guide for developing the parenting skills needed by today's parents and child caregivers. The book contends that caregivers' qualifications must include a deep understanding of the child's psyche and the application of this knowledge to techniques of working with children. Chapter 1 uses the example of one at-risk toddler to examine the major reasons for the growing numbers of children at-risk because of the lack of a strong relationship with a caring adult, and why the economic reality for most American households will exacerbate the problem. Chapter 2 discusses criteria for a good early child care setting. Chapter 3 discusses the development of the mother-child attachment. Chapter 4 presents signs that a 6-month-old has missed the bonding process and suggests interventions, while chapter 5 suggests ways of restoring the confidence of troubled toddlers. Chapter 6 discusses ways to provide remedial mothering for at-risk 2- and 3-year-olds. Chapter 7 discusses the use of imaginative activities to replace negative expectations of at-risk preschoolers. Chapter 8 provides suggestions for building relationships between troubled 4-year-olds and other human beings. Chapter 9 describes special techniques for children with various impairments, such as autism, and vision or hearing impairments. Chapter 10 discusses a basic discipline philosophy, while chapter 11 focuses on the promise of early intervention for enhancing young children's lives. (Contains approximately 75 references.) (KB)

ED 442 580 PS 028 674

Fathers Matter! Involving Fathers in Children's Learning. A Kit for Educators and Other Professionals.

Los Angeles County Office of Education, Downey, CA.

Spons Agency—Partnership for Family Involvement in Education (ED), Washington, DC.

Pub Date—2000-06-00

Contract—ED-99-PO-3028

Note—76p.; Kit includes a 20-minute VHS videotape, "Excerpts from Fathers Matter!" that originally aired October 28, 1999, and a discussion guide for viewing the broadcast. Also included is a set of 16 overhead projector transparencies. Videotape not available from ERIC.

Available from—U.S. Department of Education, Partnership for Family Involvement in Education, 400 Maryland Avenue, S.W., Washington, DC 20202-8173; Tel: 800-872-5327 (Toll-Free); e-mail: partner@ed.gov; Web site: <http://pfie.ed.gov>.

Pub Type—Guides - Non-Classroom (055) — Non-Print Media (100)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Change Strategies, Early Childhood Education, Elementary Secondary Education, Family Environment, *Fathers, Inservice Teacher Education, *Outreach Programs, *Parent Participation, Parent Role, *Parent School Relationship, *Parent Student Relationship, Parents as Teachers, Teacher Education, Volunteers

Children do better academically if fathers are involved, regardless if the father lives with his child. This kit was developed for educators and other professionals who are working to increase family involvement in education. The kit outlines strategies for involving fathers in children's learning at home, at school, and in the community. The kit includes speaker notes and accompanying overhead transparencies, a list of publications on family involvement, a video clip from the 1999 broadcast "Fathers Matter!" and a discussion guide for viewing the full broadcast. The overhead transparencies cover research on father involvement, public opinion on father involvement, and strategies for fathers to get involved and for schools to encourage such

involvement. The videotape presents excerpts from the "Fathers Matter!" broadcast, and includes student thoughts on parent involvement, responses to phone inquiries from the public given by a panel of fathers and others encouraging male participation, a description of the Illinois Fatherhood Initiative, and other strategies for involvement. The materials are useful to preservice/inservice training and professional development coordinators and are meant to generate discussion on father's involvement in children's learning and family involvement in education. (HTH)

ED 442 581 PS 028 676

Borman, Kathryn, Ed. Schneider, Barbara, Ed.

The Adolescent Years: Social Influences and Educational Challenges. The Ninety-Seventh Yearbook of the National Society for the Study of Education, Part I.

National Society for the Study of Education, Chicago, IL.

Report No.—ISBN-0-226-06636-3; ISSN-0077-5762

Pub Date—1998-08-01

Note—240p.; Part II of this Yearbook is "The Reading-Writing Connection."

Available from—University of Chicago Press, Order Department, 11030 South Langley Avenue, Chicago, IL 60628; Tel: 800-621-2736 (Toll-Free); Tel: 773-568-1550; Fax: 800-621-8476 (Toll-Free); Fax: 773-660-2235; Web site: <http://www.press.uchicago.edu> (U.S., \$27; United Kingdom, 21.50 British Pounds Sterling).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Adolescent Development, *Adolescents, Developmental Stages, Family Environment, Peer Relationship, Personal Autonomy, Psychological Needs, Resilience (Personality), School Role, Secondary Education, *Social Influences, Student Employment, *Student Needs, Student School Relationship, Work Attitudes

Identifiers—Identity (Psychological), *Identity Formation

Viewing adolescence as a "dynamic social construction," this volume explores the state of adolescence in the context of rapid social change. The articles in the volume reveal a recurrent theme: no matter how adolescence is defined, the establishment of identity and the search for autonomy remain central developmental tasks of the adolescence years; changes in the various social contexts in which teenagers live—family, school, community, peer groups, workplace—can significantly affect the progress teens make in these critical tasks. The articles are as follows: (1) "Stress and Resilience in Adolescence: An Evolutionary Perspective" (Mihaly Csikszentmihalyi and Jennifer A Schmidt); (2) "Identity Formation in Adolescence" (Dena Phillips Swanson, Margaret Beale Spencer, and Anne Petersen); (3) "Growing Up Female" (Ellen B. Kimmel, with Tricia Rudolph); (4) "Adolescent Sons and Daughters of Immigrants: How Schools Can Respond" (Margarita Calderon); (5) "How Secondary Schools Contribute to Academic Success" (Fred M. Newmann); (6) "Learning Contexts beyond the Classroom: Extracurricular Activities, Community Organizations, and Peer Groups" (B. Bradford Brown and Wendy Theobald); (7) "Social Institutions Serving Adolescents" (Chandra Muller and Michelle Frisco); (8) "Working: Perceptions and Experiences of American Teenagers" (Charles Bidwell, Barbara Schneider, and Kathryn Borman); (9) "Adolescent Part-Time Work and Educational Achievement" (Jeylan T. Mortimer and Monica Kirkpatrick Johnson); and (10) "Making the Transition from High School: Recent Trends and Policies" (David Lee Stevenson, Julie Kochanek, and Barbara Schneider). Each article contains references. (HTH)

ED 442 582 PS 028 677

Foster, Catherine Crystal

Voices for America's Children: The Progress and the Promise.

National Association of Child Advocates, Wash-

ington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Freddie Mac Foundation, McLean, VA.

Pub Date—2000-06-00

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Advocacy, Annual Reports, *Child Advocacy, Child Welfare, Childhood Needs, *Children, Childrens Rights, History, Organizations (Groups), Program Descriptions, *Social Indicators, *Well Being

Identifiers—*Indicators, *National Association of Child Advocates

On the occasion of the fifteenth anniversary of the National Association of Child Advocates (NACA), this report discusses the current status of children, demonstrates the progress in the well-being of children due to the organization's efforts, identifies current challenges for child advocates, and describes the history of the organization. Statistics are presented on the current status of children with regard to child support, school readiness, immunizations, health insurance, poverty level, and other important characteristics. The report notes that although significant progress has been made with regard to health insurance coverage, child poverty rate, teen birth rate, participation in the School Breakfast Program, infant mortality rate, juvenile homicides, and child abuse and neglect rates, considerable challenges remain. Child advocacy is defined, and the work of the National Association of Child Advocates from its inception is described. A Child Advocacy Timeline from 1847 to the present day includes important milestones in the history of child advocacy efforts in the United States. The report also contains a list of members of the National Association of Child Advocates organized by state, describes the accomplishments of NACA members, and details the support NACA provides to its members. The report delineates the challenges for NACA in the next 15 years and presents a list of supporting organizations. The report concludes with the 1999-2000 annual report from the president of NACA. (KB)

ED 442 583 PS 028 679

Moore, Kristin A. Halle, Tamara G.

Preventing Problems vs. Promoting the Positive: What Do We Want for Our Children? Child Trends Research Brief.

Child Trends, Inc., Washington, DC.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.

Pub Date—2000-05-00

Note—7p.; This research brief, edited by Carol Emig, summarizes key points from full paper. Prepared for the White House Conference on Teenagers (Washington, DC, May 2, 2000).

Available from—Child Trends, 4301 Connecticut Avenue, N.W., Suite 100, Washington, DC 20008; Tel: 202-362-5580; Fax: 202-362-5523; Web site: <http://www.childtrends.org> (full paper is also available on Web site).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, *Aspiration, Athletics, *Child Development, Child Rearing, *Children, Exercise, Extracurricular Activities, Life Style, Parent Child Relationship, Peer Relationship, Sibling Relationship, Social Attitudes, Social Development, Spirituality, *Values, Well Being

Identifiers—Character Development, Civility, *Psychological Constructs, Religiosity, Tolerance, Volunteerism

Noting that there is little focus in research literature, in popular discussions, or in policymaking regarding how to promote positive youth development, this research brief presents a preliminary set of constructs that might comprise positive youth development in order to spark productive conversations that will lead to a better conceptualization and

a greater understanding of the full range of development and behavior possible for children. The list of constructs was based on opinions expressed in national surveys, from a perceived cultural consensus about characteristics and activities that are intrinsically valuable, and from research that finds associations between certain child and youth characteristics and later positive outcomes. Each of the following constructs is reviewed briefly: (1) close parent-child relationships; (2) sibling relationships; (3) peer relationships; (4) character; (5) civility; (6) religiosity/spirituality; (7) tolerance; (8) extracurricular activities; (9) sports and exercise; (10) participation in cultural and literary activities; (11) environmental lifestyle; (12) volunteer community involvement; and (13) social capacity. The brief concludes by noting that there is currently extensive coverage of negative adolescent behaviors and poor child outcomes, and that the scarcity of information on positive development is due, in part, to a lack of consensus among experts in the field regarding positive outcomes desired for children. This lack of consensus undermines the capacity to raise healthy, high-achieving children. (Contains 34 references.) (KB)

ED 442 584 PS 028 680
Wortham, Sue C. Barbour, Ann Desjean-Perrotta, Blanche

Portfolio Assessment: A Handbook for Pre-school and Elementary Educators.
Association for Childhood Education International, Olney, MD.

Report No.—ISBN-0-87173-145-2
Pub Date—1998-00-00

Note—171p.; Produced with Peggy Apple and Sandy Enders.

Available from—Association for Childhood Education International, 17904 Georgia Avenue, Suite 215, Olney, MD 20832; Tel: 800-423-3563 (Toll-Free); Web site: <http://www.udel.edu/bateman/acei>.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—After School Programs, Case Studies, Change Strategies, Elementary Education, Evaluation Methods, *Performance Based Assessment, *Portfolio Assessment, Portfolios (Background Materials), Preschool Education, *Student Evaluation

Although support for using portfolios in student assessment is widespread, few educators agree on what portfolios are and what their purposes should be. This book details a step-by-step process to help preschool and elementary educators get started in the use of portfolios for student assessment or gain new insights or strategies in their use. Chapter 1 introduces performance assessments and portfolios, and discusses current thinking about their use. Chapter 2 presents the framework for initiating portfolio assessment, including primary decisions that must be made when moving into portfolio assessment. Chapters 3 through 6 are case studies of individual and groups of teachers, and the process they used to begin using portfolio assessment in their individual teaching settings. Chapter 3 reflects the use of portfolios in a model child development center serving infants through 4-year-olds. Chapter 4 reports the experience of a group of teachers who restructured their school to improve the achievement of children from poor families. Chapter 5 reviews the experiences of teachers in the intermediate grades in implementing portfolio assessment, focusing on mathematics and science assessment. Chapter 6 details a project approach to curriculum development and the curriculum-portfolio connection in an after-school program. Chapter 7 discusses common elements from the four case studies: the decision to use portfolio assessment, philosophical bases for its use, selecting the purpose for portfolios, criteria for selecting assessment strategies, and collecting, interpreting, and reporting data. Five appendices include assessment forms. (KB)

ED 442 585 PS 028 681
Fletcher, Richard, Ed. Browne, Rollo, Ed.
The Boys in Schools Bulletin: Practical Initiatives Addressing Boys' Needs, 1999.

Newcastle Univ., Callaghan (Australia). Family Action Centre.

Pub Date—1999-00-00

Note—130p.; Published quarterly.

Available from—Family Action Centre, Men and Boys Program, University of Newcastle, Callaghan, NSW 2308, Australia; Tel: 02 4921 8739; Fax: 02 4921 8686; Web site: <http://www.newcastle.edu.au/departments/fac/boys> (Pub. No. 970, \$35 Australian Dollars, 4 issues. Outside Australia, add \$3.50 for postage).

Journal Cit—Boys in Schools Bulletin: Practical Initiatives Addressing Boys' Needs; v2 n1-4 Apr-Dec 1999

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators, Cooperative Learning, Depression (Psychology), *Educational Environment, Elementary Secondary Education, Extracurricular Activities, Fathers, Foreign Countries, *Males, Masculinity, Mentors, Parent Participation, Periodicals, Physical Development, Prevention, Program Descriptions, *School Culture, Social Development, Suicide, Values Education

Identifiers—Australia, *Educational Leadership, Rites of Passage, Self Defense

This document is comprised of volume 2 of a quarterly bulletin for educators in Australia providing a practical focus to improving boys' schooling. The April 1999 issue focuses on the role of school executives, or administrators, on supporting educational initiatives. This issue includes articles describing the development of a program-based approach at a state high school and the subsequent evolution of a more holistic agenda for local feeder schools, efforts to change the entrenched rugby culture at a high school, a primary school father involvement program, a primary level father and child camp program, and the use of negotiation programs to change school culture. The July 1999 issue contains articles on: identifying depression in boys; using community volunteers to improve learning outcomes for boys; features of women's leadership with boys; working with indigenous boys; and rebuilding the school atmosphere after a suicide. The October 1999 issue includes articles on a mentoring program to address boys' anger, ideas about masculinity, rites of passage to manhood, a high school program in which boys run an on-site business, a high school creative-arts-based initiative, and an assessment of a Year 8 boys program. The December 1999 issue focuses on boys' physical and social involvement and contains articles describing initiatives that engage boys either physically or through making decisions about their school, including a game program, a program in which boys uphold positive values on the playground, and the use of self-defense for training in communication skills and social development. (KB)

ED 442 586 PS 028 686
A Call to Commitment: Fathers' Involvement in Children's Learning.

National Center for Fathering, Kansas City, MO.
Spons Agency—Partnership for Family Involvement in Education (ED), Washington, DC.

Pub Date—2000-06-00

Contract—ED-99-PO-3558

Note—37p.

Available from—ED Pubs, Editorial Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398; Tel: 877-433-7827 (Toll-Free); Fax: 301-470-1244; e-mail: edpubs@inet.ed.gov; Web site: <http://www.ed.gov/pubs/edpubs.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Change Strategies, Early Childhood Education, Elementary Secondary Education, Family Environment, *Fathers, *Outreach Programs, *Parent Participation, Parent Role, *Parent School Relationship, *Parent Student Relationship, Parents as Teachers, Volunteers

New research shows that the involvement of both mothers and fathers is important to children's education. Recognizing that promoting fathers'

involvement depends greatly on the knowledge, attitudes, and skills of the teachers, administrators, child care providers, and social support staff, this report is designed to inform, promote, and celebrate fathers' increased participation in children's learning. Section 1 of the report describes research on the benefits of family involvement and includes a discussion of how father's involvement in learning contributes to student educational success. Section 2 provides a discussion of strategies for improving and extending fathers' involvement in their children's education, whether or not they reside with the child. Section 3 provides examples of programs that involve fathers in children's learning and their practices. A comprehensive list of organizations and Internet resources is appended. Includes a fact sheet on the Partnership for Family Involvement in Education. (Contains 20 references.) (HTH)

ED 442 587 PS 028 689
KANSAS KIDS COUNT Data Book, 2000:

Kansas Children at Risk.

Kansas Action for Children, Inc., Topeka.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2000-00-00

Note—341p.; For 1999 data book, see PS 028 445. Special thanks to Sprint.

Available from—Kansas Action for Children, Inc., 715 SW 10th Street, Topeka, KS 66612; Tel: 785-232-0550; Fax: 785-232-0699; Web site: <http://www.kac.org> (\$23, plus \$2 shipping).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC14 Plus Postage.

Descriptors—*Adolescents, Birth Weight, Births to Single Women, Child Abuse, Child Health, Child Neglect, Child Welfare, *Children, *Counties, Day Care, Drinking, Drug Use, Early Parenthood, Elementary Secondary Education, High School Graduates, Immunization Programs, Infant Mortality, Juvenile Justice, Mortality Rate, One Parent Family, Poverty, Prenatal Care, Preschool Education, *Social Indicators, Tables (Data), Trend Analysis, Violence, Welfare Services, *Well Being

Identifiers—Availability (Programs and Services), Child Mortality, *Indicators, *Kansas, Out of Home Care, Project Head Start

This KIDS COUNT Data Book provides state and county data on the well-being of Kansas' children. The statistical portrait is based on 22 indicators of well-being: (1) births to single teens; (2) children living in poverty; (3) children receiving free school meals; (4) children in families receiving economic assistance; (5) childhood deaths; (6) infant mortality; (7) births that received early prenatal care; (8) immunizations; (9) low birth weight babies; (10) Head Start participation; (11) child care availability; (12) post-secondary education; (13) high school graduates receiving post-secondary education; (14) births to mothers with less than a high school diploma; (15) students graduating high school; (16) foster care; (17) teen violent deaths; (18) reported child abuse and neglect; (19) substantiated child abuse and neglect; (20) juvenile court filings; (21) youth alcohol use; and (22) youth drug use. Following an overview, the first part of the data book discusses children at risk in Kansas and specific risk factors that measurably limit children's development and narrow their opportunity for success in life. The bulk of the data book presents statistics, by county, for each indicator. A state of Kansas profile and county-by-county statistics conclude the data book. Among the findings, infant mortality, Head Start participation, teen violent deaths, out-of-home placements and illicit drug use show improvement; childhood deaths, births that received early prenatal care, and measures of early childhood care and education remain relatively stable; and reports of child abuse and neglect, alcohol use and juvenile court filings, and binge drinking all show deterioration. (KB)

ED 442 588 PS 028 690
Davoli, Mara, Ed. Ferri, Gino, Ed.
Reggio Tutta: A Guide to the City by the Children.

Reggio Children, Reggio Emilia (Italy): Department of Education, Reggio Emilia (Italy). Infant-Toddler Centers and Preschools.

Spons Agency—Ministry of Education, Rome (Italy).

Report No.—ISBN-88-87960-22-4
Pub Date—2000-00-00

Note—152p.

Available from—Reggio Children, Piazza della Vittoria, 6, 42100 Reggio Emilia, Italy; Tel: 39-0522-455416; Fax: 39-0522-455621; e-mail: info@reggiochildren.it (60 Italian Lira).

Pub Type—Books (010)—Collected Works—General (020)—Guides—Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Architecture, *Childhood Attitudes, Childhood Interests, Childrens Art, Childrens Writing, Foreign Countries, *Municipalities, *Preschool Children, Preschool Education, Reggio Emilia Approach, *Urban Culture, *Urban Improvement, Urban Planning, Urban Problems

Identifiers—*Italy (Reggio Emilia)

Three- to six-year-old children in the preschools of Reggio Emilia, Italy, worked on a project called "The City: Images, Ideas, and Theories," in which teachers investigated the children's ideas, hypotheses, and theories about cities in general and their own city in particular. Children's knowledge about the city was surveyed in conversation. Based on this project, the children were asked to be the interpreters and describers of their own city of Reggio Emilia by preparing a guide to the city. This book presents that guide. The initial section of the book introduces the city of Reggio Emilia, offers some thoughts on the nature of cities and on how children might help us understand cities, and provides an overview of the children's process of making the guide. The second and longest section of the book presents the children's guide in their words and pictures and in photographs of scenes from Reggio Emilia. A series of historical notes on some of the famous landmarks of the city is presented in the book's third section. The fourth section consists of a collection of essays by: (1) Sandra Piccinini, on children's wisdom; (2) Jerome Bruner, on the great value of Reggio Emilia; (3) Sergio Spaggiari, on how we might learn from children's understanding of the city; (4) Rolando Baldini and Vania Vecchi, on the way the children's work is presented in the guide; (5) Tullio Zini, on children's views of the architecture and urban design of the city; (6) Marco Belpoliti, on some conditions of the modern city; and (7) Ermanno Cavazzoni, on some of the characteristics of Reggio Emilia. The fifth section explains how the research in the children's project was conducted. (BC)

ED 442 589 PS 028 691

Vamos juntos a la escuela: Consejos para ayudar a los padres a asegurar el éxito académico de sus hijos (Let's Go to School Together: Tips To Help Parents Ensure Their Children's Educational Success). [Videotape Kit]. Information Resource Center (ED), Washington, DC.

Pub Date—2000-03-30

Note—34p.; Videotape is not available from ERIC.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398; Tel: 800-872-5327 (Toll-Free); Tel: 877-4-ED-PUBS (Toll-Free); Fax 301-470-1244; Web site: <http://www.ed.gov> (Kit Includes an 18-minute VHS video hosted by Maria Elena Salinas).

Language—Spanish

Pub Type—Guides—Non-Classroom (055)—Non-Print Media (100)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Early Childhood Education, Family Environment, *Parent Participation, Parent School Relationship, *Parent Student Relationship, *Parents as Teachers, Spanish Speaking

Noting research showing that when parents are involved in their children's learning, students achieve more and are less likely to drop out of school, this videotape kit offers Spanish-speaking parents tips to help them become involved in their

children's learning, from infancy through adolescence. The kit is intended for use in schools, community-based organizations, and homes. The kit's 18-minute videotape presents real-life vignettes of Latino parents and families dealing with topics such as reading, mathematics, and college preparation. The kit's print materials include a brochure on the "America Goes Back to School" initiative, a brochure on taking advantage of services and information concerning education, and a booklet addressing questions parents have about schooling. (HTH)

ED 442 590 PS 028 698

Rodriguez, M. Victoria

Home Literacy in the Everyday Life of Three Dominican Families.

Pub Date—2000-04-00

Note—18p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, *Dominicans, *Emergent Literacy, *Environmental Influences, Family Environment, *Hispanic Americans, *Literacy Education, Mothers, Peer Relationship, Play, *Preschool Children, Preschool Education, Siblings, Television

Identifiers—Print Awareness

This study examined how 3 Dominican children, ages 2 to 4 years old explore reading and writing in the context of their everyday lives and how adults and older siblings socialize young children into literacy. Data were collected during a school year. Each participant was observed 3 times a week for 2 hours per session, totaling approximately 200 hours for the year. Literacy events were defined as any reading or writing activity utilizing literacy artifacts, such as magazines, children's books, mail, paper, and pencils, initiated by anyone in the presence of the participant children. The researcher took notes, audiotaped the talk about significant literacy events, and talked with the mothers about their literacy experiences with their children. Findings indicated that the young participants initiated the interaction with print most of the time and tried to engage their mothers or siblings in the literacy events. In addition, they explored literacy while they engaged in everyday activities such as watching television, listening to music, singing, and playing. Print was not only mediated by their mothers, siblings, and friends, but also by today's available media, mainly television and music, and also by play. (Author/HTH)

ED 442 591 PS 028 699

Reiff, Judith C. Neuhauser-Pritchett, Stacey Pearson, Carol A.

Understanding Diversity: How Do Early Childhood Preservice Educators Construct Their Definitions of Diversity.

Pub Date—2000-04-00

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—College Students, *Definitions, *Diversity (Student), Early Childhood Education, Educational Practices, Higher Education, Knowledge Level, *Multicultural Education, *Preservice Teachers, *Student Attitudes, Teacher Education

Because of the increasing diversity of ethnic, cultural, religious, and socioeconomic groups in public schools, the preparation of teachers for multiethnic, multicultural settings is a critical issue facing teacher educators. This study investigated preservice early childhood education students' definitions of multicultural education, sources of information from which they constructed their definitions, how multicultural education was actually implemented in school, and their perceptions of the ways multicultural education should be implemented. Participating in the study were 103 students at different

points during a 4-year undergraduate program. Their responses to a 4-item open-ended questionnaire indicated that students' definitions illustrated minimal understanding and conceptualizations of multicultural education limited to issues related to race and ethnicity. A majority of respondents constructed their definitions from college courses, suggesting that universities may have tremendous influences on student attitudes toward diversity. Participants witnessed multicultural education on a limited basis in the school sites and were confronted with incongruities between the diversity perspective advocated in university course work and in their field experiences. (Contains 29 references.) (KB)

RC

ED 442 592 RC 021 039

Title I in Ohio, Including Title I, Migrant, State Neglected or Delinquent, Title VI, Homeless Children and Youth, Elementary and Secondary Education Act: 31st Annual Evaluation Report, Fiscal Year 1996.

Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.; Ohio Association of Administrators of State and Federal Education Programs.

Pub Date—1996-00-00

Note—32p.; Photographs may not reproduce adequately.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Annual Reports, *Compensatory Education, *Disadvantaged Youth, Educational Innovation, *Educationally Disadvantaged, Elementary Secondary Education, Federal Aid, High Risk Students, Homeless People, Institutionalized Persons, Migrant Children, *Migrant Education, State Programs

Identifiers—*Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VI, *Ohio, Stewart B McKinney Homeless Assistance Act 1987

The first section in this 31st annual report summarizes activities provided in Ohio through Title I of the Elementary and Secondary Education Act during fiscal year 1996. Title I authorizes federally funded programs that prioritize educational needs of several groups of educationally disadvantaged children and deliver appropriate supplemental instruction to them. Basic provisions of Title I allocate funds for the supplemental instruction of children from low-income families. Special provisions of Title I fund school districts serving children of migratory agricultural workers and fund supplemental instruction for neglected or delinquent children in state-operated facilities. Information related to participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5-year trends is presented for each group. The second section addresses educational programs for homeless children in domestic violence shelters, runaway shelters, emergency shelters, and transitional shelters. Funding is available for transportation, reducing enrollment delays, tutoring, and professional development for educators and pupil services personnel. Five-year trends, students served, and successes are discussed. The final section discusses Title VI innovative assistance programs, which support local education reform efforts, efforts to accomplish the National Education Goals, improvement in library services and instructional and media materials, and programs to serve at-risk and high-cost students. Information is presented on 5-year trends, participation rates, expenditure patterns, and successes. (TD)

ED 442 593 RC 021 067

Sugrue, Ciaran

Small Rural Schools in Ireland: Problems and Possibilities.

Pub Date—1996-09-00

Note—20p.; Paper presented at the European Conference on Educational Research (Seville,

Spain, September 25-28, 1996).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Educational Needs, *Educational Policy, *Educational Practices, *Educational Trends, Elementary Education, *Elementary Schools, Foreign Countries, Preschool Education, Rural Education, *Rural Schools, School Closing, School Size, *Small Schools, Teacher Student Ratio

Identifiers—Ireland

This paper provides an overview of practices in small rural elementary schools in Ireland and recent trends related to school size. There are 3,200 "ordinary" elementary schools in the Republic of Ireland serving children aged 4-12 in eight levels: two preschool levels and grades 1-6. System-wide policies with implications for small schools include staffing policies that can result in 57 students in a one-teacher school, the denominational nature of the system and the hegemony of school management by the Catholic church, high teacher-pupil ratios, and the absence of administrative principals in schools with fewer than eight teachers (about 77 percent of all elementary schools). Over half of all Irish elementary schools have fewer than five teachers, but there is no weighted funding to compensate for small size. As the school population has declined since the 1960s, policymakers have actively promoted the closing of small schools. A 1991 international evaluation recognized the benefits of small schools but nevertheless encouraged consolidations aimed at four-teacher schools, a recommendation that would result in the closure of 1,357 schools. Subsequent debate highlighted the general lack of policy in relation to small schools and the ways in which current policies disadvantage small schools further and damage their viability. Research and policy needs of small rural schools are discussed. (Contains 20 references.) (SV)

ED 442 594 RC 021 533

Implementing School-to-Work in Rural Counties: A Statewide Survey Research Study for the Rural Educational Advisory Committee.
Syracuse Univ., NY. School of Education; Sullivan Educational Associates, Delmar, NY.
Spons Agency—New York State Rural Education Advisory Committee.
Pub Date—1997-05-00
Note—39p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Education Work Relationship, Educational Needs, *Educational Practices, Elementary Secondary Education, Financial Support, *Program Implementation, Proximity, *Rural Education, Rural Schools, *School Business Relationship, School Surveys

Identifiers—Barriers to Implementation, *New York

Successful School-to-Work (STW) practices and implementation needs were examined in New York's 401 rural school districts. A short survey was completed by administrators in 128 districts. Preliminary findings from the survey were discussed at four community roundtables attended by 95 representatives of rural school districts and their partners. A nomination form was distributed widely to identify promising practices, and site visits were conducted in four nominated districts. The findings are presented around the following themes: (1) greater emphasis was on STW issues among administrators than among parents, teachers, or the business community; (2) great disparities existed among rural schools in the involvement of teachers and parents in STW activities; (3) the need for increased involvement of businesses and employers was apparent; (4) most rural schools were only in the planning or early stages of implementation; (5) there was limited information on model programs; (6) problems involving long distances to business sites and lack of student transportation existed; and (7) there were needs for targeted STW funding at the district level and for state support and legislation recognizing the distinct challenges of rural districts. Promising practices are described in each of these areas, and recommendations are listed based

on the same themes. Two approaches are outlined for providing technical assistance to rural STW programs. (SV)

ED 442 595 RC 022 429

Guidelines for Respecting Cultural Knowledge. Adopted by Assembly of Alaska Native Educators (Anchorage, Alaska, February 1, 2000).

Alaska Univ., Fairbanks. Alaska Native Knowledge Network.

Pub Date—2000-02-01

Note—8p.; For the Alaska Standards for Culturally Responsive Schools, see ED 425 035. Guidelines sponsored by: Alaska Federation of Natives, Alaska Rural Systemic Initiative, Alaska Rural Challenge, Center for Cross-Cultural Studies, Alaska Native Knowledge Network, Alaska Department of Education, Cuilistat Research Association, Association of Interior Native Educators, Southeast Native Educators Association, North Slope Inupiaq Educators Association, Association of Native Educators of the Lower Kuskokwim, Association of Northwest Native Educators, Native Educators of the Alutiiq Region, Association of Unangan Educators, Alaska Native Education Student Association, Alaska Native Education Council, Alaska First Nations Research Network, and Consortium for Alaska Native Higher Education.

Available from—Full text at Alaska Native Knowledge Network Web site: <http://www.ankn.uaf.edu/standards/CulturalDoc.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Alaska Natives, American Indian Culture, *Cultural Education, *Culturally Relevant Education, Curriculum Development, Elementary Secondary Education, Intellectual Property, *State Standards

Identifiers—*Alaska, *Cultural Sensitivity, Indigenous Knowledge Systems, Place Based Education

Guidelines are presented that address issues in the documentation, representation, and utilization of Alaska Natives' traditional cultural knowledge. This guidance is intended to encourage the incorporation of indigenous knowledge and teaching practices in schools by minimizing the potential for misuse and misunderstanding. The guidelines provide assistance to school personnel seeking to apply the Alaska standards for culturally responsive schools in their work. Native educators throughout the state contributed to the development of these guidelines through a series of workshops and meetings associated with the Alaska Rural Systemic Initiative. Throughout this document, Elders are accorded a central role as the primary source of cultural knowledge. Guidelines are listed to increase the cultural responsiveness of Native Elders, authors and illustrators, curriculum developers and administrators, teachers, editors and publishers, document reviewers, researchers, Native language experts, Native community organizations, and the general public. Ten general recommendations are also offered to public agencies, institutions, and communities to support the effective implementation of the guidelines. (SV)

ED 442 596 RC 022 444

Young, Deidra J.

Teacher Morale and Efficacy in Rural Western Australia.

Spons Agency—Australian Research Council.

Pub Date—1998-12-00

Contract—A79601324, F79540616

Note—18p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, South Australia, Australia, November 29-December 3, 1998).

Available from—Full text at Web site: <http://www.swin.edu.au/aare/>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Effective Schools Research, Foreign Countries, High Schools, *Organizational Climate, School Effectiveness, *Secondary

School Teachers, Self Concept, *Self Efficacy,

*Teacher Attitudes, *Teacher Morale

Identifiers—*Australia (Western Australia),

School Level Environment Questionnaire

This paper draws on the Western Australian School Effectiveness Study (WASES) to examine school-level factors associated with improved teacher morale as one measure of effective high schools. The 1997 WASES teacher sample included 212 teachers from 28 rural and urban high schools in Western Australia. Data analysis using the Multi-level Linear Model focused on teacher responses to the School Level Environment Questionnaire (SLEQ), which includes eight subscales measuring relationship, personal, and system aspects of the school environment; measures of general self-concept and academic self-concept (teacher efficacy); and the teacher morale scale of the School Organizational Health Questionnaire. Teacher morale varied both within and between schools. Teacher morale appeared to be a useful indicator of healthy and effective schools, with a reasonable correlation with SLEQ scales. Differences in teacher morale, both across and within schools, were explained by six SLEQ scales: teacher affiliation, professional interest, mission consensus, empowerment, innovation, and work pressure. Teacher self-concept, both general and academic, had little effect on teacher morale, suggesting that morale was influenced by outside factors. (Contains 58 references and 6 data tables.) (SV)

ED 442 597 RC 022 466

Harslett, Mort Godfrey, John Harrison, Bernard Partington, Gary Richer, Kaye

"We Learn A Lot from Mr. Hart": A Qualitative Study of an Effective Teacher of Aboriginal Students.

Pub Date—1999-12-00

Note—13p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).

Available from—For full text: <http://www.swin.edu.au/aare/>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Cultural Awareness, Culturally Relevant Education, *Educational Practices, Foreign Countries, Indigenous Populations, Intermediate Grades, Junior High Schools, Participatory Research, *Teacher Effectiveness, *Teacher Student Relationship

Identifiers—*Australia (Western Australia), *Learner Centered Instruction

A profile of an effective teacher of Aboriginal Australian students was constructed based on research on the teaching of Aboriginal students. Using the profile as a framework, this paper reports on an ethnographic study of an effective teacher in action with Aboriginal students. The study consisted of semi-participative observation of a teacher of grades 6-7 in a Perth (Australia) metropolitan school in which 45 percent of the students were Aboriginal. Data were gathered via observation, conversation, and recorded interviews with the teacher, principal, and students. Elements identified as critical to effective teaching of Aboriginal students were: an understanding of Aboriginal culture and family background; the teacher's capacity to develop relationships based on openness, flexibility, empathy, and a collegial rather than authoritarian stance; a student-centered, relationship-based pedagogy featuring peer tutoring, small-group work, cooperative learning, and self-responsibility for learning and assessment; and the negotiation of curriculum and other educational processes with students. Behavioral boundaries were set in consultation with students. It is important to Aboriginal students that the behavior, not the student, be rewarded or sanctioned in private. Self-esteem, confidence, and social skills were enhanced in the classroom, although it seemed at times that academic teaching and learning were less intense than

expected from a traditional Anglo perspective. (Contains 16 references.) (TD)

ED 442 598 RC 022 468
O'Sullivan, John M.

Small and Part-Time Farmers in the Southern Region.

Southern Rural Development Center, Mississippi State, MS.

Spons Agency—Economic Research Service (USDA), Washington, DC.; Farm Foundation, Chicago, IL.

Pub Date—2000-06-00

Note—12p.; Also sponsored by the TVA Rural Studies Program at the University of Kentucky, and 29 Southern land grant institutions.

Available from—Full text at Web site: <http://ext.msstate.edu/srdoc/publications/millennium.htm>.

Journal Cit—Rural South: Preparing for the Challenges of the 21st Century; n9 Jun 2000

Pub Type—Collected Works - Serials (022) — Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Farmer Education, *Agricultural Trends, Community Development, Futures (of Society), Land Grant Universities, *Part Time Farmers, Policy Analysis, *Public Policy, Rural Extension, Rural Farm Residents

Identifiers—Agricultural Policy, *Small Farms, Sustainable Agriculture, *United States (South)

The loss of small farms in the South was dramatic from 1987 to 1997, with family farming becoming an increasingly rare phenomenon. Small farms are important to the local economic base. They purchase inputs locally, keep the tax base low, and reduce the need for public services. Diversity among farm managers is increasing in the South, with greater numbers of Hispanic and women farm operators. At the same time, only small increases are occurring in the number of African American farmers. Sustainable agriculture advocates have an interest in maintaining niches for small farms and in bringing young people into farming. They point out that well educated small-farm operators are more environmentally responsible. Policy issues include: a need to level the playing field for small farms by developing broad-based national agriculture policy, land use concerns, environmental protection and regulation enforcement, and alternative sources of capital and local financial markets. The major issues facing the small farm are economic—cash flow, income, asset development and protection, and return on investment. These issues must be addressed by federal, state, and local policy. Land grant universities need to commit research and educational resources to address the South's small farms issues. (Contains 14 references.) (TD)

ED 442 599 RC 022 469
Wilson, Rick

Nobody Asked Us: The WV Welfare Reform Listening Project.

American Friends Service Committee, Charleston, WV.

Pub Date—2000-00-00

Note—31p.; Supported by the West Virginia Welfare Reform Coalition and Community Voices.

Available from—American Friends Service Committee, PO Box 1964, Charleston, WV 25327 (\$5.00); e-mail: RWilson@afsc.org (free via e-mail).

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Access to Education, Attitudes, *Child Welfare, Education Work Relationship, Educational Needs, Health Needs, Interviews, Low Income, Policy Analysis, *Poverty, Public Policy, Stereotypes, *Welfare Recipients, Welfare Services

Identifiers—*Welfare Reform, *West Virginia, Working Poor

West Virginia's state welfare reform plan was in effect by the end of 1997. In 1999, over 175 interviews were conducted with past and present welfare recipients to bring their experiences and concerns to the attention of the public and policymakers. Nearly all interviewees were women and were taking part

in work activities. In general, welfare recipients did not want to stay on welfare for life, did not want to be stereotyped, agreed with the idea of welfare reform but had concerns with current reform implementation, were concerned about gaps in the infrastructure supporting the transition from welfare to work, needed better information about rules and options, and believed that support was needed for the working poor. The interviews revealed common themes: issues of respect, difficulties of coping with chronic poverty on a daily basis, child poverty and the impact of welfare reform on children, the lack of real jobs that pay a living wage, problems with transportation and child care, access to health care, access to further education for parents, advice to others dealing with the welfare system, opinions about why welfare reform was enacted, fears about what will happen after the 5-year limit, and concerns related to crime and domestic violence. Sections on each theme include a summary and interview quotes. A final section discusses some positive state policies concerned with transitional services, child health insurance, and higher education for low-income families; makes recommendations related to interview themes; and points out the need for an economic bill of rights. (TD)

ED 442 600 RC 022 470
Singh, Parlo

Pedagogic Work, Social Class and Cultural Difference.

Pub Date—1999-12-00

Note—26p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).

Available from—For full text: <http://www.swin.edu.au/aare/>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Classroom Communication, Cultural Differences, *Culture Conflict, Educational Environment, Educational Strategies, Educationally Disadvantaged, Elementary Secondary Education, Foreign Countries, *Interpersonal Communication, *Pacific Islanders, School Community Relationship, Social Differences, *Student Behavior, *Teacher Student Relationship

Identifiers—Australia (Queensland), *Communication Behavior, *Samoans

A study examined how pedagogic work in Queensland (Australia) schools could be reformed to meet the educational needs of low-achieving students from working-class and unemployed Samoan/Pacific Islander communities. Interviews were conducted with 39 primarily Anglo-Australian teachers and 35 Samoan/Pacific Islander parents and community members serving as paraprofessionals at five schools in a low socioeconomic area with many working-class Samoan immigrants. The interviews revealed that Samoan children are likely to enter school having been socialized into the respectful communicative practices of the "fa'a Samoa" (Samoan Way). Samoan culture has distinct social classes, and three language forms and accompanying dispositions are used in different social contexts. A Samoan individual's importance is in relation to the importance of other people, but Australian schools are operated from a European perspective, which is based on the individual. This sets up a disjuncture between the communicative dispositions of Samoan children and the behaviors expected of students in school. As a result, Samoan students are likely to experience difficulty accessing the knowledge transmitted through schooling. Community members attributed the educational difficulties of Samoan students to the communicative practices of schooling, specifically the form of the teacher-student relationship, rather than to curricular content. Changes that would minimize these difficulties include creation of a supportive preschool structure, relaxation of the pacing and sequencing of instructional and regulative discourses, and incorporation of community forms of symbolic

control into the school environment. (Contains 33 references.) (TD)

ED 442 601 RC 022 471
Harvey, Mark

The National Outdoor Leadership School's Wilderness Guide: The Classic Handbook.

Revised and Updated.

National Outdoor Leadership School, Lander, WY.

Report No.—ISBN-0-684-85909-2

Pub Date—1999-00-00

Note—268p.

Available from—Simon & Schuster Mail Order, 100 Front St., Riverside, NJ 08075 (\$15). Tel: 800-223-2336 (Toll Free); Web site: <http://www.SimonSays.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Camping, Clothing, Conservation (Environment), Equipment, First Aid, Map Skills, *Outdoor Activities, *Outdoor Leadership, Planning, Safety, Teamwork, *Wilderness

Identifiers—Hiking, Leave No Trace, National Outdoor Leadership School, *Survival Skills
The National Outdoor Leadership School, located in Lander, Wyoming, is considered a leader in wilderness education. In addition to teaching the skills needed in various outdoor sports and activities, equal importance is given to teaching what to do in emergencies, how to communicate, and how to lead. This updated wilderness guide covers technical skills and knowledge, such as choosing the right tents or boots, but also stresses the overarching importance of leadership, environmental awareness, planning, expedition philosophy, and teamwork. Chapters cover why one goes into the wilderness; expedition planning; selection, care, and repair of equipment; dressing for the backcountry; "leave no trace" camping techniques; hiking and travel techniques; leadership and expedition behavior; maps and compasses; emergency procedures; weather; cooking in the backcountry; and our responsibility to the land. The chapters on equipment, travel techniques, leadership and expedition behavior, and weather contain interviews with experts in the field. Appendices present an equipment list, 13 books for suggested reading, and an index. (Contains photographs, illustrations, and figures.) (TD)

ED 442 602 RC 022 472
Coe, Pamela Keyes, Marian Meehan, Merrill

Orlitsky, Sandra Lewis, Starr Rigney, Sue Runge, Claudia Whitaker, Julia

Development and Validation of Successful

Writing Program Indicators Based on Research in Continuously Improving and Continuously Declining Schools: Report of the Kentucky State Writing Project. Study of Writing Instruction in Kentucky Schools.

AEL, Inc., Charleston, WV.; Kentucky State Dept. of Education, Frankfort.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-05-00

Contract—RJ96006001

Note—61p.; For related documents on the "Study of Writing Instruction in Kentucky Schools", see RC 022 258 and RC 022 473.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, Professional Development, Rural Schools, School Effectiveness, Student Attitudes, *Writing Improvement, *Writing Instruction

Identifiers—*Educational Indicators, *Kentucky

In 1995, a 5-year collaborative research and development project began examining conditions and practices in Kentucky schools that are linked most strongly with improvement in a school's writing score on the statewide portfolio assessment. An examination of over 1,200 schools with complete writing portfolio scores for 1992-96 identified 42 schools with consistently improving scores and 18 with consistently declining scores. Site visits were conducted at 29 of these schools (22 with improving

scores and 7 with declining scores). Schools selected for site visits included elementary, middle, and high schools; were located primarily in rural areas and small towns; and reflected the state's geographic and socioeconomic makeup as well as the three writing-accountable grade levels (4, 8, and 12). Over 100 teachers, 200 randomly selected students, and 50 administrators were interviewed. Qualitative analyses of the site visit reports yielded 36 indicators that discriminated between improving and declining schools. Statistical analysis revealed that consistently improving schools had significantly higher scores on 35 of 36 indicators. The indicators include measures of administrative support, quality of professional development, family and community involvement, and various instructional strategies. Each of the indicators is described, including narrative guidelines for high, medium, and low scores and examples drawn from site visit reports. The value of students as informants, the benefits of collaborative research, and recommendations for dissemination and replication are discussed. (Contains 13 references.) (SV)

ED 442 603 RC 022 473

Parrish, Paige Keyes, Marian Orletsky, Sandra Coe, Pamela Runge, Claudia Meehan, Merrill Whitaker, Julia Nickell, Margaret Roberts, Jean Salles, Modena Ladd, Pamela Caudill, Cathy Foster, Gaye Hatton, Sharon Lewis, Starr Tolbert, Shannon

Field Test of the "School Study of Writing Instruction": A Self-Study Needs Assessment Instrument. A Product of the Kentucky State Project: Designing Professional Development for Portfolio Improvement. Study of Writing Instruction in Kentucky Schools.

AEI, Inc., Charleston, WV.; Kentucky State Dept. of Education, Frankfort.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-11-00

Contract—RJ96006001

Note—189p.; For related documents on the "Study of Writing Instruction in Kentucky Schools", see RC 022 258 and RC 022 472.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Cooperative Planning, *Educational Assessment, Elementary Secondary Education, Evaluation Methods, Evaluation Research, *Needs Assessment, *Portfolio Assessment, Rural Schools, School Effectiveness, *Self Evaluation (Groups), *Writing Improvement, Writing Instruction

Identifiers—Facilitators, *Kentucky

One mandate of the Kentucky Education Reform Act of 1990 requires that students develop a writing portfolio. Ultimately, schools must elevate the average performance level of students' portfolios to the benchmark of "proficient." During site visits to 29 schools, 36 indicators were identified that differentiated writing scores and programs in continuously improving and continuously declining schools. The indicators were used to develop a self-study needs assessment instrument called the "School Study of Writing Instruction." Created as a handbook, the instrument enables a school to compare different role groups' perspectives on its writing portfolio program and to use the findings to set priorities and plan program improvements. This report describes the field test of the instrument in 11 schools across Kentucky. Most schools were in rural areas or small towns and served a primarily White population; the schools were otherwise diverse in terms of size, grade level, and Title I eligibility. Of the 10 schools completing the study, 9 found it to be a worthwhile experience that produced some successful outcomes. Steering committee members and principals offered helpful suggestions for improving the handbook. A comparison of schools that were or were not assigned facilitators suggests that facilitator services were highly beneficial. Overall, the instrument was found to be valid and replicable. The potential time investment may temper some faculties' motivation to undertake it, but facilitator assistance could ameliorate this factor. Appendices include parts of the instrument, evaluation materials, and findings for individual schools. (Contains 22 references.) (SV)

ED 442 604

RC 022 491

Leue, Mary M., Ed.

Challenging the Giant, Volume IV: The Best of SKOLE, the Journal of Alternative Education.

Report No.—ISBN-1-878115-13-8

Pub Date—2000-06-00

Note—498p.; For previous volumes, see ED 356 930, ED 367 519, and ED 438 989.

Available from—Down-to-Earth Books, P.O. Box 488, Ashfield, MA 01330 (\$14.95).

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Book Reviews, Community Schools, Conferences, *Educational Philosophy, *Educational Practices, Elementary Secondary Education, *Free Schools, Higher Education, Interviews, *Learner Controlled Instruction, *Nontraditional Education, Public Education, Small Schools

Identifiers—Sense of Community

This book compiles articles, interviews, student writings, and other offerings first published in SKOLE, the Journal of Alternative Education, 1995-99. Sections include: (1) talking about education (seven interviews on the foundations of learning, the Modern School movement, educational philosophy at the Albany Free School, life at a Japanese free school, child rearing, holistic education, home schooling, and vouchers); (2) schools and school people (descriptions of free schools and community schools); (3) teaching and learning (democratic education, alternative school in Russia, lifelong learning, encouraging creativity, discipline, and teacher "professionalism"); (4) school as community as school; (5) history and character of innovative education; (6) reports on alternative education conferences; (7) teaching and learning in higher education; (8) social change and commentary; (9) educational alternatives in many forms; (10) the plight of our children (overuse of Ritalin); (11) book reviews; (12) studies of Japanese education and full inclusion; and (13) humor. (SV)

ED 442 605

RC 022 492

Kids, Crops, & Critters in the Classroom: An Agricultural Literacy Resource Guide for Grades K-3.

Illinois Farm Bureau, Bloomington.

Pub Date—2000-01-00

Note—304p.; Funding provided by the Illinois Agricultural Association Foundation. For the grades 4-6 guide, see RC 033 493.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agribusiness, *Agricultural Education, *Agriculture, Career Awareness, Environmental Education, Farm Occupations, Farmers, Field Crops, *Food, Lesson Plans, Livestock, Primary Education, *Rural Education, Teaching Guides

Identifiers—Farm Bureau, *Illinois

This resource guide provides teachers of grades K-3 with ideas and materials to integrate agricultural concepts into classroom activities. The guide is organized into six categories: math, science, language arts, social studies, fine arts, and health/nutrition/safety. Each of the categories contains 10 lessons organized in the following topic order: agribusiness, production agriculture, product technology, food processing, environmental science, horticulture, agriculture mechanics, agriculture economics, agriculture careers, and Illinois agriculture and general agriculture. Each lesson has been correlated with the Illinois learning standards, and a chart lists each individual lesson and related standards. Each lesson also includes background information for the teacher to use in preparing a class presentation or discussion. Complete instructions for the lesson plan activities include a list of necessary materials, procedures, related activities, and discussion questions. Student activities can be increased or decreased as appropriate for age and grade level. Worksheet masters are included that can be used as homework, quizzes, or individual assignments. Final sections of the document outline careers in agriculture and list contact information

for Illinois county farm bureaus. (Contains an index.) (TD)

ED 442 606

RC 022 493

Kids, Crops, & Critters in the Classroom: An Agricultural Literacy Resource Guide for Grades 4-6.

Illinois Farm Bureau, Bloomington.

Pub Date—2000-04-00

Note—371p.; Funding provided by the Illinois Agricultural Association Foundation. For the grades K-3 guide, see RC 022 492.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agribusiness, *Agricultural Education, *Agriculture, Career Awareness, Environmental Education, Farm Occupations, Farmers, Field Crops, *Food, Intermediate Grades, Lesson Plans, Livestock, *Rural Education, Teaching Guides

Identifiers—Farm Bureau, *Illinois

This resource guide provides teachers of grades 4-6 with ideas and materials to integrate agricultural concepts into classroom activities. The guide is organized into six categories: math, science, language arts, social studies, fine arts, and health/nutrition/safety. Each category contains 10 lessons organized in the following topic order: agribusiness, production agriculture, product technology, food processing, environmental science, horticulture, agriculture mechanics, agriculture economics, agriculture careers, and Illinois agriculture and general agriculture. Each lesson has been correlated with the Illinois learning standards, and a chart lists individual lessons and related standards. Each lesson also includes background information that may be used by the teacher in preparing a class presentation or discussion. Complete instructions for the lesson plan activities include a list of necessary materials, procedures, related activities, and discussion questions. Student activities can be increased or decreased as appropriate for age and grade level. Worksheet masters are included that can be used as homework, quizzes, or individual assignments. Final sections of the document outline careers in agriculture and list contact information for Illinois county farm bureaus. (Contains an index.) (TD)

ED 442 607

RC 022 494

Preventing Agricultural Chemical Exposure: A Safety Program Manual. Participatory Education with Farmworkers in Pesticide Safety.

Wake Forest Univ., Winston-Salem, NC. Dept. of Family and Community Medicine.

Spons Agency—National Inst. of Environmental Health Sciences (NIH), Washington, DC.

Pub Date—2000-00-00

Contract—ES08739

Note—86p.

Available from—Department of Family and Community Medicine, Wake Forest University School of Medicine, Medical Center Boulevard, Winston-Salem, NC 27157-1084 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agricultural Laborers, *Agricultural Safety, Community Education, *Community Involvement, Health Materials, Health Promotion, Hispanic Americans, *Migrant Adult Education, Migrant Programs, *Migrant Workers, Outreach Programs, *Pesticides, Prevention

Identifiers—Latinos, North Carolina

Preventing Agricultural Chemical Exposure among North Carolina Farmworkers (PACE) is a project designed to describe farmworker pesticide exposure and to develop an educational intervention to reduce farmworker pesticide exposure. The PACE project used a community participation framework to ensure that the community played a significant role in identifying its own health problems and working toward their resolution. This manual offers a concrete plan for addressing the problem of farmworker pesticide exposure and is intended for use by anyone who wants to develop a community-based approach to offering pesticide safety instruction for migrant and seasonal farmworkers. Chapter 1 explains the importance of

working with the community in developing educational programs and the general model for the pesticide safety program developed by the PACE Project. Chapter 2 focuses on the procedures for planning a successful safety program using a collaborative, participatory approach. Chapter 3 describes the specifics of the safety program in detail, including suggested instructional techniques and program outlines. The program consists of three parts, a direct safety program for farmworkers, an expanded safety program for farmworker representatives as promoters, and a follow-up program for promoters. All programs meet Environmental Protection Agency requirements for training field workers. The appendix contains English and Spanish versions of 10 fact sheets on pesticide exposure, a list of educational materials, promoter follow-up sheets, and forms for recording local resource information. A comic that presents pesticide safety issues in Spanish is also included. (Contains 30 references.) (TD)

ED 442 608 RC 022 495

Intervention Practices & Strategies.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of School Improvement.

Pub Date—2000-01-00

Note—110p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—American Indian Education, Black Education, Classroom Techniques, Early Childhood Education, Educational Change, Elementary Secondary Education, High Risk Students, *Improvement Programs, Intervention, Profiles, School Restructuring, Supplementary Education, *Validated Programs

This document is designed as a resource to assist North Carolina schools in providing the best programs and strategies in the areas of acceleration, remediation, and intervention. The best practices described here are applicable to most students, including students with disabilities. The programs and strategies were validated as effective by the U.S. Department of Education's National Diffusion Network (NDN), are supported by research-based findings, or are supported by anecdotal evidence. The first section lists strategies for improving reading, writing, and mathematics proficiency; related publications by the North Carolina Department of Public Instruction; and other resources. The second section, submitted by the Black Leadership Caucus of the General Assembly, lists eight effective strategies for teaching African American students and notes related research and examples of possible actions. A section on effective strategies for teaching Native American students was endorsed by the Office of Indian Education. Brief descriptions and contact information are provided for 28 programs proven effective with American Indian students. A section on programs validated by the NDN profiles 22 programs, including grade level, resources needed, areas addressed, and a brief description. The final section presents 35 programs and strategies supported by research and positive anecdotal evidence. Grade level, resources needed, areas addressed, and descriptions of varying length are included. (SV)

ED 442 609 RC 022 496

Egan, Rita

Gender Differences in Central Appalachian Students' Attitudes towards Poverty, Welfare and Work.

Pub Date—2000-03-00

Note—11p.; Paper presented at the Conference of the Center for the Study of Ethnicity and Gender in Appalachia in the discussion "Piecing It Together: Ethnicity and Gender in Appalachia" (Huntington, WV, March 3-5, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Students, Education Majors, Females, Higher Education, Males, *Poverty, Rural Youth, *Sex Differences, *Social

Attitudes, *Student Attitudes, Student Surveys, Welfare Recipients, Work Attitudes Identifiers—Appalachia (Central), Kentucky (East), *Welfare Reform

This paper reports on attitudes toward welfare and poverty among male and female students at a university in rural eastern Kentucky. The area has high poverty rates and low educational and employment levels, particularly among women. A 60-statement survey covering a wide range of social issues was completed by 390 undergraduates. About two-thirds of respondents were women, 81 percent were under 25, about half were education majors, and about half came from the university's service region of eastern Kentucky counties. Among seven categories covered by the survey, the greatest gender differences in attitude were found for questions about race; welfare, work, and poverty; and politics. The results demonstrate that students drawn from a region of socioeconomic deprivation had a high resistance to welfare as a means of supporting poor families. Overall, there was considerable support for the government's efforts to move welfare recipients from welfare to work, but also skepticism about the availability of jobs and the remuneration received. Over half of students believed that the government has a role in alleviating suffering in this region. Women were generally more sympathetic to the plight of the poor than men. Although some females felt strongly that even mothers with small children should work, most respondents were concerned that welfare policies should not have adverse effects on children. (Contains 21 references.) (SV)

ED 442 610 RC 022 497

Howley-Rowe, Caitlin

Evaluation of AEL CSRD Electronic Forums.

AEL, Inc., Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-05-00

Contract—RJ9606001

Note—25p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Discussion Groups, Educational Change, Elementary Secondary Education, *Information Services, *Listservs, *Technical Assistance, User Satisfaction (Information)

Identifiers—Appalachia Educational Laboratory WV, *Comprehensive School Reform Demonstration Program, Kentucky, Service Delivery Assessment, *Service Utilization, Tennessee, Virginia, West Virginia

Since early 1998, AEL, Inc., has been assisting state departments of education in Kentucky, Tennessee, Virginia, and West Virginia in the implementation of the federally funded Comprehensive School Reform Demonstration (CSRD) program. As part of this assistance, AEL established two types of electronic networks to link school staff at CSRD sites, external facilitators, and site researchers assisting with school formative evaluation. CSRDnet is a Web-based electronic communication forum providing moderated discussion and conferencing capabilities for external facilitators and CSRD sites. Participants are assigned to discussion groups based on their state and the CSR model they are implementing. The second electronic medium consists of listservs in Kentucky, Virginia, and West Virginia. As with CSRDnet, a moderator facilitates discussion and information sharing, and participants include external facilitators and staff at CSRD sites. Evaluations of these networks included analyses of CSRDnet activity and listserv activity during January-March 2000 and surveys of client satisfaction completed during 1999. Of 96 individuals responding to questions about the forums, 55 were located in Kentucky. Results suggest that CSRDnet and the listservs are underutilized. Survey respondents were satisfied with the format, timeliness, and efficiency of CSRDnet and the knowledge and preparedness of AEL staff, but were less satisfied with the usefulness of CSRDnet to their work and its relevance to their particular situations. Appendixes include the client satisfaction survey. (SV)

ED 442 611 RC 022 520

Gibbons, Sandra L., Ed. Anderson, John O., Ed.

Connections '98. Proceedings of a Faculty Conference (4th, Victoria, British Columbia, Canada, May 1998).

Victoria Univ. (British Columbia).

Report No.—ISBN-1-55058-110-0

Pub Date—1999-00-00

Note—117p.; For selected individual papers, see RC 022 521-522.

Available from—University of Victoria, Faculty of Education, P.O. Box 3010, STN CSC, Victoria, British Columbia, V8W 3N4 Canada. Full text at Web site: <http://www.educ.uvic.ca/connections/>.

Pub Type—Collected Works - Proceedings (021)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—*Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, Research Methodology, Social Science Research

Identifiers—Canada

This proceedings contains 13 papers from the 1998 annual Faculty of Education conference at the University of Victoria, British Columbia (Canada). The papers are: (1) "Struggling with Re-Presentation, Voice, and Self in Narrative Research" (Marla Arvay); (2) "Women's Soccer in Canada: A Slow Road to Equity" (Meredith Bogle, Bruce Howe); (3) "Friendship: An Epistemological Frame for Narrative Inquiry" (Wendy Donawa); (4) "Human Diversity: Concepts and the Research Direction" (Lily Dyson, Lori McLeod, Leif Rasmussen); (5) "Pen Pals and the Writing Process: A Constructivist Exchange Writing about Writing" (Nancy L. Evans); (6) "Gender as a Moderator of the Relationship between Social Support and Adaptation among Asian International Students" (Janine J. Fernandes); (7) "A Biographical Exploration of School and Community" (Carol Harris); (8) "Teacher-Centered Projects: Confidence, Risk Taking and Flexible Thinking (Mathematics)" (Werner W. Liedtke); (9) "Bursting Bubbles: Who Knows and Who Speaks?" (Antoinette Oberg, Pat Rasmussen); (10) "Coparticipation as Mode for Learning To Teach Science" (Wolff-Michael Roth, G. Michael Bowen, Nadely Boyd, Sylvie Boutonne); (11) "A Re-consideration of Spirituality and Education: Re-conceptualizing Spirituality" (Daniel Scott); (12) "Haida Gwaii Field School in Culture and Environmental Education, Queen Charlotte Islands" (Gloria Snively, John Corsiglia); and (13) "Humor and Cultural Perspectives" (Bill Zuk, Robert Dalton). (Contains references in most papers.) (SV)

ED 442 612 RC 022 521

Liedtke, Werner W.

Teacher-Centered Projects: Confidence, Risk Taking and Flexible Thinking (Mathematics).

Pub Date—1999-00-00

Note—8p.; In: Connections '98. Proceedings of a Faculty Conference (4th, Victoria, British Columbia, Canada, May 1998); see RC 022 520.

Available from—Full text at Web site: <http://www.educ.uvic.ca/connections>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Action Research, Attitude Change, Classroom Research, Elementary Education, *Elementary School Students, Foreign Countries, Grade 1, Grade 6, *Mathematics Anxiety, Mathematics Instruction, *Problem Solving, *Student Attitudes, Student Behavior Identifiers—British Columbia, *Cognitive Flexibility, *Open Ended Questions

The framework of the new British Columbia mathematics curriculum for grades 1-7 includes willingness to take risks and expanded tolerance of ambiguity as goals of mathematics learning. Two projects in Victoria (British Columbia) elementary schools explored ways to promote positive student attitudes toward mathematical tasks and problem solving. During the first several months of school, six first-graders were identified as being reluctant or unwilling to take risks during mathematics instruction. Open-ended tasks with multiple solu-

tions or methods of solution were expected to stimulate curiosity, group discussion, and risk taking. Once or twice a week, several open-ended activities were presented to the six students as a group or in smaller groups. Over time, the teacher noted positive changes in the classroom behavior of four of the students, who became more willing to ask questions and volunteer answers. In a second project, a self-assessment checklist that included statements about mathematics attitudes was completed by students in grades 6-7 at the beginning and end of the school year. During the year, open-ended tasks were included during mathematics instruction whenever possible. At the end of the year, improvements were noted in students' attitudes toward mathematics and problem solving, and students' comments indicated that they enjoyed solving problems in different ways and having the opportunity to explain their thinking. (SV)

ED 442 613 RC 022 522

Zuk, Bill Dalton, Robert

Humour and Cultural Perspectives.

Pub Date—1999-00-00

Note—11p.; In: *Connections '99. Proceedings of a Faculty Conference* (4th, Victoria, British Columbia, Canada, May 1998); see RC 022 520.

Available from—Full text at Web site: <http://www.educ.uvic.ca/connections>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alaska Natives, *American Indian Culture, American Indians, *Art Expression, Canada Natives, Cultural Awareness, Cultural Influences, Foreign Countries, *Humor, Multicultural Education, *Visual Arts

Identifiers—*Native Americans

Approximately 5,000 works by Native artists across North America were examined to identify images that appeared to contain elements of humor. Several distinctive categories of humor in Native art were revealed: (1) whimsy (a sense of sheer fun or spontaneous amusement); (2) satire, ranging from gentle teasing to biting ridicule; (3) themes involving tricksters or fools; and (4) parody, which may be used to expose racial bias or insensitivity. In indigenous Arctic societies, climatic conditions are harsh, and humor makes life more bearable and eventful. Examples are given of whimsical humor in works by Arctic artists. Examples of satirical humor draw on chance connections across languages and cultures, poke fun at anthropologists, and use dark humor to illuminate painful incidents in Native history. Examples of narrative trickery and foolery include portrayals of Raven in Northwest Coast art and of the endlessly adaptable Coyote in the U.S. Southwest. Parody is used in examples of performance art to deal with cultural and racial stereotypes. Further research may focus on the cultural and social aspects of Native art styles. Humor is an effective means for marginalized groups to educate others, raising awareness of their perspectives on important issues via memorable and persuasive artwork. Art is vital to multicultural education, and humorous art can help students to enjoy and understand cultures different from their own. (Contains 22 references.) (SV)

ED 442 614 RC 022 523

Gibbons, Sandra L., Ed. Liedtke, Werner W., Ed.

Connections '99. Proceedings of a Faculty Conference (5th, Victoria, British Columbia, Canada, May 1999).

Victoria Univ. (British Columbia).

Report No.—ISBN-1-55058-196-1

Pub Date—1999-05-00

Note—103p.; For selected individual papers, see RC 022 524-525.

Available from—University of Victoria, Faculty of Education, P.O. Box 3010 STN CSC, Victoria, British Columbia, V8W 3N4 Canada. Full text at Web site: <http://www.educ.uvic.ca/connections>.

nections.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, *Preservice Teacher Education

Identifiers—British Columbia

This proceedings contains 13 papers from the 1999 annual conference of the Faculty of Education, University of Victoria (British Columbia). The papers are: (1) "Sacred and the Profane in Advertising Art" (Bill Zuk, Robert Dalton); (2) "Finding the Fund\$ in Fun Run: Evaluating the Effectiveness and Efficiency of Physical Activity Events as Fund-Raising Tools in the Not-for-Profit Sector" (Joan Wharf Higgins, Lara Lauzon); (3) "GirlPower: Assessing the Health Impacts of a Community-Based Recreation Program for Inner-City Female Adolescents" (Joan Wharf Higgins, Nancy Reed, Nancy Sylvain); (4) "Communicating Mathematically: Writing" (Werner W. Liedtke); (5) "Using the Repertory Grid in Teacher Education: Reflective Thought Objects, Story and Metaphor" (Tim Hopper); (6) "Counselling Children of Divorce" (Geoffrey Hett, Jenny Spring, Zane Shannon); (7) "Topical Structure Development in Academic English" (Hitomi Hama, Robert Anthony); (8) "A Resource-Based Learning and Teaching Inservice Program for Elementary Teachers: Victoria '98" (Donald Hamilton); (9) "Team Building through Physical Challenges" (Sandra L. Gibbons); (10) "Studying Intramuscular Metabolism in Children: Technology and Ethics" (Catherine A. Gaul); (11) "The Effect of Instruction on Children's Knowledge of Marine Ecology, Attitudes towards the Ocean and Stances toward Marine Resource Issues" (Shirley Cummins, Gloria Snively); (12) "Recent Canadian Contributions to Adult Literacy Policy and Practice in Tanzania" (Adrian Blunt); and (13) "Teacher Knowledge and the Evaluation of Student Achievement" (John Anderson, Faye Stefan, Lucinda [Cindy] Brown). (Contains references in most papers.) (SV)

ED 442 615

RC 022 524

Zuk, Bill Dalton, Robert

Sacred and the Profane in Advertising Art.

Pub Date—1999-05-00

Note—11p.; In: *Connections '99. Proceedings of a Faculty Conference* (5th, Victoria, British Columbia, Canada, May 1999); see RC 022 523.

Available from—Full text at Web site: <http://www.educ.uvic.ca/connections>.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, *Art Education, *Commercial Art, Elementary Secondary Education, *Fine Arts, Higher Education, Humor, Mass Media, Popular Culture

Identifiers—*Media Education

This paper examines the arguments for and against inclusion of advertising art in art education programs, and presents a case for the educational benefits of critically examining advertising art based on museum masterpieces. A search for examples of fine art masterpieces used in advertising art examined which masterpieces are commonly used in marketing goods and services, how advertising ideas are merged with master artwork, and how effective strategies related to masterpieces can be implemented in teaching. The identified borrowed masterpieces were of interest to a general audience, were accessible in terms of having recognizable content, and were generally portraits or representations of the human figure. The advertised products and services were very diverse. Potential criticisms of the alteration of masterpieces in advertising and the attention to this practice in the classroom include the notions that masterpieces are diminished by their use in advertising and that students would be taught to disrespect their artistic heritage. On the other hand, viewing familiar art presented in new creative ways may spark new appreciation of their aesthetic power. These masterpieces are part of everyone's heritage and open to reinterpretation, and attention to the advertising practices in the classroom may capture student interest and moti-

vate learning and critical analysis. Eight related educational strategies and class activities are suggested. (SV)

ED 442 616

RC 022 525

Gibbons, Sandra L.

Team Building through Physical Challenges.

Pub Date—1999-05-00

Note—8p.; In: *Connections '99. Proceedings of a Faculty Conference* (5th, Victoria, British Columbia, Canada, May 1999); see RC 022 523. Available from—Full text at Web site: <http://www.educ.uvic.ca/connections>.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adventure Education, Educational Research, Elementary Secondary Education, Group Dynamics, Outdoor Education, *Physical Education, Problem Solving, *Self Concept, *Student Attitudes, *Team Training, Teamwork

Identifiers—Challenge Courses (Outdoor Activities), Outward Bound

The enhancement of positive self-concept has been identified as a key benefit of participation in team-building programs. This paper reviews research on the impact of team-building activities that include demanding physical challenges on the self-concept of physical education students. Team Building through Physical Challenges (TBPC) is a program comprised of a series of 22 Outward Bound-type problem-solving tasks that can be readily incorporated into a physical education setting. For any individual to succeed, the entire group must master each task. Program developers contend that TBPC provides significant physical and social challenges, as well as problem-solving tasks, and therefore should lead to improved self-concepts related to self-worth, athletic competence, social acceptance, and scholastic competence. Studies of Outward Bound showed improvement in participants' self-concept in domains related to program goals. Studies of team-building activities in elementary and secondary physical education settings found no significant treatment effects. Two recent studies of the TBPC program with middle school students in physical education settings found that participation increased student perceptions of athletic competence and global self-worth, but that effects were significantly greater for males than females. An ongoing research project will assess the effects of TBPC on student self-concept in an all-female physical education class. (Contains 14 references.) (SV)

ED 442 617

RC 022 526

A Discussion Guide for UnCommon Knowledge: The "Voices of Girls" Documentary. [Videotape].

AEL, Inc., Charleston, WV.; ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-00-00

Contract—HRD-9815117, RJ96006001, ED-99-CO-0027

Note—0p.; Film by John Nakashima and Charles "Chip" Hitchcock. For more information on the Voices of Girls project, see the Web site: <http://www.ael.org/eric/voices/>.

Available from—ERIC/CRESS, AEL, Inc., P.O. Box 1348, Charleston, WV 25325-1348. Tel. (toll-free): 800-624-9120 (\$15.00 postpaid).

Pub Type—ERIC Publications (071) — Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Aspiration, *Disadvantaged, Documentaries, Elementary Education, *Elementary School Students, Enrichment, *Females, *Mathematics Education, Rural Education, Rural Schools, *Rural Youth, *Science Education, Student Attitudes, Student Experience, Videotape Recordings, Womens Education Rural and Urban Images: Voices of Girls in Science, Mathematics, and Technology was a 3-year

project that began in fall 1995 with a group of sixth-grade girls and followed the same girls through eighth grade. The project took place in two West Virginia counties, but this videotaped documentary features its implementation in rural McDowell County only. Following decades of job loss, McDowell County is economically depressed, and over 80 percent of school children qualify for free or reduced-price lunches. Project participants were 36 girls from three elementary schools. Scenes from the project's first year show the girls in monthly hands-on science and mathematics workshops. During the second and third years, the girls interacted in the workshops with mentors who had careers in science, mathematics, or technology. During the final year, the girls met regularly with school sponsors and were involved in designing and completing community service learning projects. The documentary is a candid look at girls attending school in a poor rural community. The girls speak with a variety of voices, from the perspectives of advantage and disadvantage, and give voice to their frustrations, triumphs, and dreams—and their pride in being involved in this project—as they grow up in a community that must develop the talents of all its young people. Enclosed with the videotape is a brief discussion guide that describes the project and the documentary and lists seven discussion questions. The videotape running time is approximately 57 minutes. (SV)

SE

ED 442 618 SE 063 238

Development of Science and Technology Literacy Materials at the Basic Level: Exemplar Materials. Revised during the Regional Workshop Organized within the Framework of Project 2000+: Scientific and Technological Literacy for All (Philippines, November 4-8, 1997).

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific; International Council of Associations for Science Education.

Pub Date—1998-00-00

Note—145p.

Available from—UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Developing Nations, Elementary Secondary Education, Environmental Education, Foreign Countries, Lesson Plans, *Science Activities, *Science and Society, *Scientific Literacy, Teaching Methods, *Technological Literacy

Identifiers—Asia Pacific Region

This collection of science activities is designed to supplement traditional science education by encompassing an issues-based approach to helping students develop scientific and technological literacy. Each unit can be used within an existing teaching sequence and includes an introduction specifying scientific issues and educational objectives, a student guide, and a teacher's guide. Units include: (1) "Should We Construct a Waste Power Plant in Our Town?"; (2) "How to Reduce Electrical Energy Consumption"; (3) "How Safe Is Our Drinking Water?"; (4) "Selecting a Suitable Area for Rice Cultivation"; (5) "The Problem of Plastics Waste—What Is the Solution?"; (6) "Should We Convert Farmland into a Housing Estate?"; (7) "Improving the Construction of Ubonrat Dam"; (8) "How to Manage Household Waste"; (9) "Using Iodized Salt to Prevent Goiter"; (10) "Is Fluoridation of Water Useful for Preventing Tooth Decay?"; and (11) "Why Is the River Dying? Helping Living Things to Survive in a Stream." (WRM)

ED 442 619 SE 063 240

Singer, Maxine, Ed. Tuomi, Jan, Ed.

Selecting Instructional Materials: A Guide for K-12 Science.

National Academy of Sciences - National Research Council, Washington, DC.

Spons Agency—Robert W. Woodruff Foundation, Inc., Atlanta, GA.

Report No.—ISBN-0-309-06533-X

Pub Date—1999-00-00

Note—121p.

Available from—National Academy Press, 2101 Constitution Avenue NW, Lock Box 285, Washington, DC 20055. Tel: 800-624-6242 (Toll Free). For full text: <http://www.nap.edu>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Curriculum Evaluation, Elementary Secondary Education, *Instructional Material Evaluation, *Instructional Materials, *Media Selection, National Standards, Science Instruction, State Standards

Identifiers—*National Science Education Standards

The instructional materials used in K-12 science classes provide the basis for what students can learn and what teachers should teach. The process used to select those materials is critical to providing students and teachers with a solid foundation for achievement and successful teaching. This report is addressed to school districts, school district administrators, individual schools, school administrators, teachers, scientists, school boards, parents, and the community at large. It provides a tested procedure for the evaluation and selection of K-12 science instructional materials that is consistent with state and/or national standards and thereby supports the science learning of all students. The first section of the report contains background information about curricula and current selection procedures, including the review and selection efforts of mother institutions. The second section is a guide to selecting instructional materials which was designed to assist local school districts in training evaluators and carrying out an effective review and selection process. (WRM)

ED 442 620 SE 063 241

Designing Mathematics or Science Curriculum Programs: A Guide for Using Mathematics and Science Education Standards.

National Academy of Sciences - National Research Council, Washington, DC.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-309-06527-5

Pub Date—1999-00-00

Contract—ESI-9355774

Note—70p.

Available from—National Academy Press, 2101 Constitution Avenue NW, Lock Box 285, Washington, DC 20418. Tel: 800-624-6242 (Toll Free). For full text: <http://www.nap.edu>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, *Curriculum Development, Elementary Secondary Education, *Mathematics Curriculum, Mathematics Education, National Standards, *Science Curriculum, Science Education, State Standards

Identifiers—*National Science Education Standards, *NCTM Curriculum and Evaluation Standards

With the publication by professional organizations of national academic standards in mathematics and science, a clear set of goals and guidelines for achieving literacy in mathematics and science has been established. This document was developed to help state- and district-level education leaders create coherent, multi-year curriculum programs that provide students with opportunities to learn both mathematics and science in a connected and cumulative way throughout their schooling. (WRM)

ED 442 621 SE 063 242

Huber, Richard A. Smith, Robert W. Shostberger,

Paul G.

The Impact of a Standards Guided Equity and Problem Solving Institute on Participating Science Teachers and Their Students.

Pub Date—2000-03-13

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Classroom Techniques, Females, Hands on Science, Inter-group Relations, Justice, Middle School Students, Middle School Teachers, Middle Schools, Minority Groups, Multicultural Education, National Standards, *Problem Solving, Science Education, *Student Attitudes, *Teacher Attitudes, *Teaching Methods

Identifiers—*National Science Education Standards

This study examined the effect of a teacher enhancement project combining training on the National Science Education Standards, problem solving and equity education on middle school science teachers' attitudes and practices and, in turn, the attitudes of their students. Participating teachers reported changes in their instructional methods that included increases in the use of cooperative learning, scientific inquiry, creative problem solving and questions directed toward higher order cognitive processes. Participating teachers' students indicated positive changes in attitudes and views toward science, particularly in the responses of female students and students of color. (Contains 25 references.) (Author/WRM)

ED 442 622 SE 063 248

Adey, Philip

The Science of Thinking, and Science for Thinking: A Description of Cognitive Acceleration through Science Education (CASE). Innodata Monographs 2.

International Bureau of Education, Geneva (Switzerland).

Pub Date—1999-00-00

Note—43p.

Available from—International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland. For full text: <http://www.ibe.unesco.org>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, *Concept Formation, Developmental Stages, Foreign Countries, Intermediate Grades, Junior High Schools, Learning Theories, *Piagetian Theory, *Science Curriculum, Science Education, *Scientific Concepts, *Thinking Skills

Identifiers—United Kingdom, *Vygotsky (Lev S)

Cognitive Acceleration through Science Education (CASE) is an innovative teaching approach born out of research into cognitive development based largely on the work of Piaget, and also incorporating fundamental tenets of Vygotsky's theories of learning. The program aims to improve children's thinking processes by accelerating progress towards higher-order thinking skills. CASE focuses on enhancing students' capabilities in understanding scientific concepts, science being an area of the curriculum that has always presented particular difficulties for the majority of pupils. Rather than being intended as an alternative science curriculum, CASE is designed to be an intervention program within the existing curriculum. It originally targeted students between 11- and 14-years-old. This monograph describes the underlying psychology behind the CASE program, its planning and implementation, and the program's successes. (Contains 24 references.) (WRM)

ED 442 623 SE 063 499

Farias, Percio A. M. Goulart, Mauricio S. de Mello, Paulo Correa

Past, Present and Future of General Chemistry in the PUC-Rio.

Pub Date—1998-00-00

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chemistry, Foreign Countries, Higher Education, *Science Curriculum, *Sci-

ence Education History, Science Instruction,
*Textbooks

Identifiers—Brazil

This manuscript describes the role of chemistry as a vehicle for understanding many other basic sciences and engineering based on the experience acquired in the General Chemistry course at the "Center Technical-Scientific" at the Pontifical Catholic University of Rio de Janeiro (CTC-PUC-Rio). A description of the history of the General Chemistry course is presented, including the discussion of emends, course structure, learning systems, textbooks, and teachers' formation and their role. It also describes actual activities in the course such as the integration of chemistry with the environment. The laboratory course, the structure of the involved group and the role of each one, and the main difficulties such as emend amplitude and the school routine are also analyzed. Due to the difficulty of choosing an adequate textbook, a structure of a notebook is presented that contains the emend and its relation to many fields of science, enriched with exercises and examples. A new proposal to solve many existing problems is presented, including the creation of Special Topics in General Chemistry after the regular one, and the utilization of software including important contents to a modern engineer formation. (Author/MVL)

ED 442 624 SE 063 502

de Oliveira, Vanderli Fava Borges, Marcos Martins Naveiro, Ricardo Manfredi

The Improvement of the Learning Process of Basic Disciplines at the Engineering Design.

Pub Date—1998-08-00

Note—6p.; Paper presented at the International Conference on Engineering Education (August 1998).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Design, *Engineering Education, *Engineering Graphics, Foreign Countries, Higher Education, *Learning Processes, Reflective Teaching, Teaching Methods

Identifiers—Brazil

The goal of this paper is to reflect upon Engineering Education, starting from experiments that have been carried out at the Federal University of Juiz de Fora (UFJF), aiming to improve the learning process of the content of basic drawing disciplines concerned with graphic representation, which are subjects of the initial terms of the courses of Civil Engineering and Architecture. Those experiments are, as well, the basis of research done for a master's degree course and for a doctorate, in the field of Technological Innovation and Industrial Organization of the Production Engineering Program of the Engineering Programs Coordination (COPPE) of the Federal University of Rio de Janeiro (UFRJ), under the orientation of Professor Ricardo Naveiro. The experiments were structured beginning with, among other factors, the verification of the students' demotivation for the study of such disciplines, linked to great difficulty in the learning process of the same. One reason for this situation is the students' difficulties in concretely understanding the practical application of those disciplines. The obtained results have demonstrated a radical change in the students' view of basic disciplines of graphic representation and have beneficially influenced the motivation for the study of those disciplines. Besides that, the student begins to have a realistic perception of the chosen habilitation right in the initial terms of the course, which would only happen before with the "engineering applied disciplines" or the so-called "professionalizing cycle" which are ministered in the second half of the course. (Contains 20 references.) (Author/CCM)

ED 442 625 SE 063 513

Saltzman, C. Latchman, H. A. Gillet, D. Crisalle, O. D.

Requirements for Real-Time Laboratory Experimentation over the Internet.

Spons Agency—National Science Foundation,

Arlington, VA.

Pub Date—1998-08-17

Contract—CTS9502936

Note—10p.; Also supported by the Fonds National Suisse under grant number SPP-ICS 5003-045347.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Science Education, Computer Uses in Education, Distance Education, Higher Education, *Internet, *Laboratory Experiments, Science Instruction, Teaching Methods, *Technology, World Wide Web

A prototype system based on an inverted pendulum is used to study the Quality of Service and discuss requirements of remote-experimentation systems utilized for carrying out control engineering experiments over the Internet. This class of applications involves the transmission over the network of a variety of data types with their own peculiar Quality of Service requirement. These data types include video and audio images from the process environment, signal traces related to the acquired measurements, control instructions sent to the process actuators, and other information concerning the states of the process. The set up includes a physical system (an inverted pendulum) as well as a local server fitted with a video camera, data acquisition boards, and network connectivity that permits interactions with remotely located clients. This paper discusses relevant issues of the design and presents a paradigm for operation based on a client-server configuration and a standard/master-client mode of service. The information streams involved in the process are classified in four groups of different transmission priorities, namely, a parameter stream, a data stream, an administrative stream, and an audio/video stream. This paper analyzes the performance and requirements of the system based on the results of transatlantic tests. The results of the analysis show that real-time remote-control experimentation over the Internet is in fact a new kind of network application featuring its own requirements that are different from those of related technologies used for video conferencing/broadcasting. In order to overcome the current lack of predictability of the Internet, the final section of the paper suggests improvements such as adapting the priority of the different streams to the Internet bandwidth and to the user's needs. (Author/CCM)

ED 442 626 SE 063 517

Marsh, Rodney

Re-Engineering the Engineering Degree Course.

Pub Date—1998-09-00

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Change, *Engineering Education, Foreign Countries, Futures (of Society), Higher Education

Identifiers—University of Leeds (England)

Students enrolled to degree programs in 1997 will become the first graduates of the 21st century. Engineering courses in the School of Engineering at Leeds Metropolitan University have changed immensely in the last two years, so as to support new markets. Disciplines such as industrial engineering, electronics and computing have enjoyed their birth, growth, and maturity during the past thirty years. The more recent past has seen a move to include multi-media technology as a generic skill. The final years of the 20th century see engineering students who are less interested in theoretical principles, mathematical concepts and research-focused courses. Furthermore, employers, government and planners of the shape of the engineering profession are seeking different attributes from engineering graduates which will greatly influence the programs of the next century. The graduate of the future is expected to exhibit a totally different range of skills from their forebears. The workplace for engineers often considers communication skills to be more important than high level mathematics, group working skills more important than academic individuality, and a commitment to lifelong learning and continuing professional development, in

most cases, offers more to employers than a theoretical contribution to research focused projects and developments. Students have become more thoughtful and focused about their career aspirations. They demand more opportunity to influence their educational development than has ever been the case. The introduction of tuition fee contributions in the UK, from 1998, will create greater demands and expectations from the student population. Traditional engineering programs contain significant elements of the curriculum which the graduate engineer will never use. Mathematical excellence seems an obsession of engineering programs, yet experience of the author shows that most engineers are employed in roles which demand a much less demanding level of mathematical ability. The comments mentioned above interact in a curriculum sense to produce contradictions in programs; the solution represents the ingredients for many of the programs of the future. The engineer of the next century must exhibit a range of skills and experiences which differ immensely from those of only twenty years ago. Program delivery modes, experiential contribution, and learning outcomes must, more than ever, be central considerations of courses. Applications of technology are crucial aspects which have greatly influenced program design at Leeds Metropolitan University. Redesign of the portfolio of programs in the School of Engineering has been very conscious of student aspiration and employer demands. Developing group and team working abilities, project management, and other generic skills for employability are a central focus of our programs. This is coupled with the development of a flexible learning environment where attention to pedagogic integrity is being inculcated in staff development programs. Faculty are being driven down the road of facilitating learning in an environment where direct contact time with students has reduced and is expected to reduce further. Students are being trained/developed more rapidly to be independent learners and academic emphasis is interwoven with peer assessment, integrative development, measurement of learning outcomes, goal setting, flexible learning, and employment skills. This paper charts the experiences of the School over the past 24 months in restructuring to meet these demands. (Author)

ED 442 627 SE 063 520

Graube, Gabriele Theuerkauf, Walter E.

A Practice-Based Model for Continued Engineering Education.

Pub Date—1998-00-00

Note—7p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Engineering Education, Higher Education, *Instruction, Models, Teacher Education, Teaching Methods, *Training Methods

This pedagogical training approach is presented based on an engineering degree and oriented towards the tasks and the expected job profile of an engineer in a company's research and development department. The pedagogical approach is based on two different types of learning: self-controlled individual learning right on the job while fulfilling project tasks; and pedagogical systematic learning while attending job-oriented accompanying training courses. The curricular structure of this training program is presented together with the results of this cooperative, industry-related approach, and its importance for the training and engineering studies at universities is shown. (Contains 11 references.) (Author/CCM)

ED 442 628 SE 063 541

Bell, Randy L. Lederman, Norman G.

Testing Assumptions Underlying the Science Education Reforms: Decision-Making on Science and Technology Based Issues.

Pub Date—2000-04-00

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Decision Making, Elementary Secondary Education, Higher Education, Influences, *Science and Society, Science Education, *Scientific Literacy, *Scientific Principles, Scientists, Thinking Skills

Recently, the nature of science has enjoyed renewed attention in science education circles as a primary component of scientific literacy. This paper describes an investigation meant to assess the influence of a person's understanding of the nature of science on his or her decision-making regarding science- and technology-based issues, and to delineate the factors and reasoning people use when making these types of decisions. The decision-making processes of a group of college professors and a group of research scientists who held disparate understandings of the nature of science were examined. Results indicate that there were few differences in the factors influencing the two groups' decisions on complex, controversial science- and technology-based issues, and factors associated with the nature of science played an insignificant role for a minority of the respondents and no clear role for the majority. The questionnaires and responses are appended. (Contains 45 references.) (WRM)

ED 442 629 SE 063 543

Robblee, Karen M. Garik, Peter Abegg, Gerald L. Faux, Russell Horwitz, Paul

Using Computer Visualization Models in High School Chemistry: The Role of Teacher Beliefs.

Pub Date—2000-04-00

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Atomic Structure, Chemistry, Computer Simulation, *Computer Uses in Education, High Schools, Molecular Structure, Quantum Mechanics, Science Education, *Science Teachers, *Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teaching Methods, Teaching Styles, Visualization

This paper discusses the role of high school chemistry teachers' beliefs in implementing computer visualization software to teach atomic and molecular structure from a quantum mechanical perspective. The informants in this study were four high school chemistry teachers with comparable academic and professional backgrounds. These teachers received training on the use of software applications and the underlying scientific concepts, expressed commitment to using the software with their classes, and taught students at the same academic level. All of the participants used the software to teach concepts related to atomic and molecular structure. Their instructional approaches ranged from superficial fact-based activities to in-depth student investigations and presentations. Evidence suggests that the teachers' beliefs and personal goals shaped their decisions on how to use the software. Beliefs related to the teachers' views about how students learn and their own roles as teachers had the greatest influence on pedagogical decisions. This paper describes the instructional strategies and the implied and stated rationales of participating teachers, and develops a theory of a relationship between teachers' beliefs and practices when implementing interactive computer models. (Contains 56 references.) (Author/WRM)

ED 442 630 SE 063 549

Loughran, John Gunstone, Richard Berry, Amanda Milroy, Philippa Mulhall, Pam

Science Cases in Action: Developing an Understanding of Science Teachers' Pedagogical Content Knowledge.

Spons Agency—Australian Research Council.

Pub Date—2000-05-00

Note—36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (73rd, New Orleans, LA, April 28-May 1, 2000).

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, Higher Education, *Knowledge Base for Teaching, *Pedagogical Content Knowledge, *Science Teachers, Teacher Education, *Teacher Effectiveness, *Teaching Skills

Identifiers—Australia

This paper describes the rationale for and progress in a substantial research project that aims to develop an understanding of science teachers' pedagogical content knowledge. The background to and purposes for the project are explained. Related projects that study pedagogical content knowledge (PCK) are also described. Approaches to identifying PCK are outlined, and an example is used to describe a new approach. (Contains 18 references.) (WRM)

ED 442 631 SE 063 550

Loughran, John Gunstone, Richard Berry, Amanda Milroy, Philippa Mulhall, Pam

Documenting Science Teachers' Pedagogical Content Knowledge through PaP-eRs.

Spons Agency—Australian Research Council.

Pub Date—2000-04-00

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Documentation, Elementary Secondary Education, Foreign Countries, *Knowledge Base for Teaching, *Pedagogical Content Knowledge, Research Problems, *Science Teachers, Teacher Education, Teacher Effectiveness, *Teaching Skills

Identifiers—Australia

In coming to better value teachers' knowledge and practice, there is a need to be able to articulate and document what teachers know and are able to do. This is central in coming to understand pedagogical content knowledge (PCK). This paper presents a working understanding of PCK as it has emerged through a research project and describes the development of a method of documenting PCK, the Pedagogical and Professional-experience repertoire (PaP-eR). (Contains 14 references.) (WRM)

ED 442 632 SE 063 554

Jimenez Alexandre, Maria Pilar Lopez Rodriguez, Ramon

Knowledge Production: A Case Study about Values, Epistemology and Conflicts in a 4th Grade Classroom.

Pub Date—2000-04-00

Contract—PB-98-0616

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). This paper is based on work supported by the Spanish Direccion General de Enseñanza Superior e Investigación Científica.

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, *Discourse Analysis, Environmental Education, Field Trips, Foreign Countries, *Grade 4, Inquiry, Intermediate Grades, *Science Activities, Student Attitudes, *Student Behavior, Teacher Student Relationship

Identifiers—Spain

This paper reports on a case study that was part of a 3-year longitudinal study about classroom discourse during a learning sequence related to environmental values and concepts. The lesson was planned and enacted by students in a fourth grade classroom during a field study. Whole class and small group classroom conversations and a field trip

to a pond were recorded and interpreted in terms of knowledge production and use, goals pursued, and values. The data demonstrate how students are able to propose, evaluate, and justify sophisticated science-related questions and challenge book authority. Implications for science and environmental education are discussed. (WRM)

ED 442 633

SE 063 567

Designing Effective Professional Development: Lessons from the Eisenhower Program. Executive Summary.

American Institutes for Research, Washington, DC.

Spons Agency—Department of Education, Washington, DC. Office of the Under Secretary.

Report No.—ED/OUS99-3

Pub Date—1999-10-00

Contract—EA97001001

Note—32p.; For full report and technical appendices, see SE 063 568.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). For full text: <http://www.ed.gov/offices/OUS/eval/eval.html#Math/Science>.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, Educational Change, *Faculty Development, *Knowledge Base for Teaching, Mathematics Education, *Program Evaluation, Science Education, *Teacher Education, Teacher Effectiveness

Identifiers—*Dwight D Eisenhower Math and Science Educ Program

The professional development of teachers is a crucial element of the nation's efforts to improve education. In recent years, these efforts have sought to foster high standards for teaching and learning for all of the nation's children, and almost all states have met federal requirements for developing challenging statewide content standards. However, children's learning will be transformed only if high standards are reflected in teachers' classroom practice. Education reforms will not succeed without teachers who are immersed in the subjects they teach and who know how to foster both basic knowledge and advanced thinking and problem solving among their students. The Eisenhower Professional Development Program, Title II of the Elementary and Secondary Education Act (ESEA), is the federal government's largest investment that is solely focused on developing the knowledge and skills of classroom teachers. This Executive Summary provides a synopsis of the second report of the National Evaluation of the Eisenhower Professional Development Program, Part B (State and Local Activities), a multi-year evaluation being conducted by the American Institutes for Research (AIR) under a contract with the U.S. Department of Education's Planning and Evaluation Service. The first report was based on six exploratory case studies of school districts conducted during the first months of the evaluation. This second report describes the current status of the program, based primarily on data from national probability samples of districts, SAHE grantees (i.e., the institutions of higher education and nonprofit organizations supported through the SAHE component of the program), and teachers, as well as on data from 10 in-depth case studies in 5 states. Contains 35 references. (Author/WRM)

ED 442 634

SE 063 568

Garet, Michael S. Birman, Beatrice F. Porter, Andrew C. Desimone, Laura Herman, Rebecca

Designing Effective Professional Development: Lessons from the Eisenhower Program (and) Technical Appendices.

American Institutes for Research, Washington, DC.

Spons Agency—Department of Education, Washington, DC. Office of the Under Secretary.

Report No.—ED/OUS99-3

Pub Date—1999-12-00

Contract—EA97001001

Note—532p.; With Kwang Suk Yoon. For Executive Summary, see SE 063 567.

Available from—ED Pub P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll

Free). For full text: <http://www.ed.gov/offices/OUS/eval/elem.html#Math/Science>

Pub Type—Reports - Evaluative (142)

EDRS Price—MF02/PC22 Plus Postage.

Descriptors—*Academic Standards, Educational Change, Elementary Secondary Education, *Faculty Development, *Knowledge Base for Teaching, Mathematics Education, *Program Evaluation, Science Education, *Teacher Education, Teacher Effectiveness

Identifiers—*Dwight D Eisenhower Math and Science Educ Program

The professional development of teachers is a crucial element of the nation's efforts to improve education. In recent years, these efforts have sought to foster high standards for teaching and learning for all of the nation's children, and almost all states have met federal requirements for developing challenging statewide content standards. Such standards seek a fundamental shift in what students learn. However, children's learning will be transformed only if high standards are reflected in teachers' classroom practice. Education reforms will not succeed without teachers who are immersed in the subjects they teach and who know how to foster both basic knowledge and advanced thinking and problem solving among their students. The Eisenhower Professional Development Program, Title II of the Elementary and Secondary Education Act (ESEA), is the federal government's largest investment that is solely focused on developing the knowledge and skills of classroom teachers. This is the second report of the National Evaluation of the Eisenhower Professional Development Program, Part B (State and Local Activities), a multi-year evaluation being conducted by the American Institutes for Research (AIR) under a contract with the U.S. Department of Education's Planning and Evaluation Service. The first report was based on six exploratory case studies of school districts conducted during the first months of the evaluation. This second report describes the current status of the program, based primarily on data from national probability samples of districts, SAHE grantees (i.e., the institutions of higher education and non-profit organizations supported through the SAHE component of the program), and teachers, as well as on data from 10 in-depth case studies in 5 states. Contains 140 references. (Author/WRM)

ED 442 635 SE 063 580

Fishman, Barry Best, Steven Foster, Jacob Marx, Ron

Fostering Teacher Learning in Systemic Reform: A Design Proposal for Developing Professional Development.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—2000-04-29

Contract—REC-9720383, REC-9725927, ESR-9453665, REC-9876150

Note—17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Faculty Development, Knowledge Base for Teaching, *Program Design, Program Implementation, *Science Education, *Science Teachers, Teacher Education, *Teacher Improvement, Urban Schools

The Center for Learning Technologies in Urban Schools (LeTUS) is implementing a professional development program for science teachers to enact science curricula in a systemic reform initiative. This paper proposes a design approach for professional development in science education as a valuable way to re-conceptualize the process of fostering teacher learning. The paper presents an argument that professional development in science education, as a whole, has not been grounded in empirical research, and there is, therefore, a lack of sound design principles upon which to base professional development programs. One possible design model for professional development is posed in the context of the LeTUS systemic reform work, and

evidence is given that illustrates the initial success of the model. (Contains 34 references.) (Author/WRM)

ED 442 636 SE 063 588

Jaconetti, Marissa Stranz, Michelle

Gender Differences in Science: How Parents Can Help Close the Gender Gap.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—1998-00-00

Note—10p.; This pamphlet is part of an undergraduate research program in the Department of Human and Community Development under the supervision of graduate students Candice Dreves and Jeff Korte. The research is directed by Dr. Jasna Jovanic, Ph.D.

Available from—For full text: <http://njin.org/library/1998/n00085/n00085.html>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Home Study, Junior High Schools, *Parents, *Science Activities, Science Education, *Sex Differences

As students reach junior high school, differences in science attitudes and abilities emerge between boys and girls. This paper highlights the most common differences between boys' and girls' attitudes towards science and discusses some factors that contribute to gender differences in science. Several activities that parents can do with their children at home are described. (CCM)

ED 442 637 SE 063 602

Weld, Jeffrey

Less Talk, More Action for Multicultural Science.

Pub Date—2000-00-00

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cultural Influences, Elementary Secondary Education, *Ethnic Bias, Higher Education, Minority Groups, Science Education, *Teaching Methods

The numbers indicate that science teachers are not reaching ethnic minority students as effectively as they could. The research literature is rife with recommendations for remediation. But many of these cures do more to sustain a style of science education that perpetuates cultural bias than they do to help all students achieve. Multiculturalists and science teachers, who wish to maintain fidelity in the discipline, want all students to appreciate the scope and limitations of science, the cultural influences that have and will color it, the societal manifestations of it, and the opportunities inherent within it. But teachers should not abandon learning theory to "deliver" these notions when student inquiry will better provide for the construction of these meanings for each individual. (Contains 24 references.) (CCM)

ED 442 638 SE 063 603

Volkman, Mark J.

Integrating Field Experience and Classroom Discussions: Vignettes as Vehicles for Reflection.

Pub Date—2000-00-00

Note—24p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Field Experience Programs, Field Instruction, Higher Education, *Teacher Education, *Teaching Methods

Introduction to Education is the first course students take in the teacher preparation program at Purdue University. It provides an opportunity for students to experience teaching early in their teacher education program. The course consists of a field-based and a campus-based component. The field-based component consists of 10 observations of a local teacher's classroom over the course of a semester with the student assisting and participating as a teacher. The campus-based component addresses the theoretical aspects of learning to teach. Historically, the practical field-based component was dissociated from the theoretical campus-based component. The practical lessons encour-

tered in the privacy of local classrooms were difficult to incorporate into the public space of the campus-based discussion. The practical quality of the field experience juxtaposed against the theoretical quality of the campus discussion resulted in poor student evaluations, indicating that the theoretical discussion lacked relevance. This paper reflects on the experiences of a new visiting assistant professor coordinating the course. (Contains 18 references.) (CCM)

ED 442 639 SE 063 604

Riggs, Iris M.

The Impact of Training and Induction Activities upon Mentors as Indicated through Measurement of Mentor Self-Efficacy.

Pub Date—2000-00-00

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Beginning Teacher Induction, Elementary Secondary Education, *Inservice Teacher Education, *Mentors, *Self Efficacy, Teaching Methods

Developing mentor support can become a major financial investment for a school district. Inservice programs must be implemented to develop the mentors. Additionally, in order to serve new teachers, the mentors must be released from their classroom duties through the use of substitute or full-time replacements. To protect the investment of district funds and mentor time, mentor preparation programs must be able to develop effective mentors. The ultimate benefit of mentor effectiveness is increased effectiveness of beginning teachers, which has long-term payoffs for districts and their students. While much attention focuses on the retention of teachers as a measure of induction success, mentor teachers and their abilities have received little recognition. There appears to be no research that studies the impact of mentor preparation programs on specific mentoring abilities. Those developing mentor preparation programs in addition to those districts utilizing them have a need for additional measures of program effectiveness. This paper reports on the impact of induction on mentors as indicated through the measurement of mentor efficacy beliefs. The Mentor Efficacy Scale is included. (Contains 13 references.) (CCM)

ED 442 640 SE 063 610

Flick, Lawrence B.

Teaching Practices That Provide Cognitive Scaffolding for Classroom Inquiry.

Pub Date—1998-00-00

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Cognitive Structures, *Inquiry, Middle School Teachers, Middle Schools, Science Instruction, Science Teachers, Teaching Methods

Identifiers—Scaffolding

Cognitive Scaffolding is what a teacher does when working with a student to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts. As a psychological construct, it refers to the interaction between the knowledge and skills of teacher and student. A computer, textbook, or laboratory materials may serve as proxy for a "teacher." Considering that scaffolding is typically a dynamic process, reflecting adjustments based on student responses, arguably the most important source of scaffolding in a classroom, is the flesh and blood teacher. The teacher decides, consciously or unconsciously, how and when to use a computer, textbook, or laboratory materials. The actions of the teacher are also the primary mediator of the scaffolding effects of other classroom materials. This paper is part of a research program whose purpose it is to design instruction for scaffolding classroom inquiry in middle school classrooms. (Contains 10 references.) (Author/YDS)

ED 442 641 SE 063 613

Fetters, Marcia K.

Developing Action Plans for At-Risk or Marginalized Students.

Pub Date—2000-00-00

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Educational Planning, Elementary Secondary Education, *High Risk Students, Higher Education, *Preservice Teacher Education, *Preservice Teachers, *Teaching Methods

It is part of the task of teacher educators to make the invisible part of teaching visible to teacher education candidates. During class discussions and in written assignments, pre-service teachers often talk about meeting the needs of all students. This dedication to teaching to all students appears to falter when confronted with activities that push the pre-service teachers to take ownership of situations and propose alternative actions, or when they are faced with teaching in diverse classrooms. This paper describes methods of helping pre-service teachers develop action plans for addressing student needs in regards to learning styles, gender, and cultural diversity. (CCM)

ED 442 642

SE 063 614

Finson, Kevin Riggs, Iris M. Jesunathadas, Joseph
The Relationship of Science Teaching Self Efficacy and Outcome Expectancy to the Draw-a-Science-Teacher-Teaching Checklist.

Pub Date—2000-00-00

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, Outcomes of Education, Preservice Teachers, *Science Instruction, *Science Teachers, *Self Efficacy, *Teacher Attitudes, Teacher Education

One concern of science educators is the beliefs of preservice teachers toward science teaching. Consequently, the goal of developing positive beliefs in preservice teachers emerges frequently in science education courses and programs. In science teaching contexts, self-efficacy is an individual's belief that one has the ability to effectively perform science teaching behaviors as well as the belief that his or her students can learn science given factors external to the teacher. This paper reports the results of an investigation into the possible relationship between self-efficacy beliefs and self-perceptions as a science teacher. (Contains 18 references.) (CCM)

ED 442 643

SE 063 615

Flick, Lawrence B.

The Role of Teacher-Researcher Collaboration in Research on Inquiry-Based Instruction.

Pub Date—1999-00-00

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Higher Education, *Inquiry, Partnerships in Education, *Science Instruction, *Teacher Researchers, Teaching Methods

The purpose of this paper is to critically analyze collaborative work with teachers in the context of investigating inquiry-oriented instruction. The analysis is based on a review of empirical research and the personal experience of the author. The empirical component of this report is based on extended collaborative work in four studies, each of which lasted at least one year. The objective of this analysis is to answer the question, What is the role of teacher-researcher collaboration in research on inquiry-based instruction? (Contains 15 references.) (CCM)

ED 442 644

SE 063 618

Good, Ron Cummins, Catherine L. Lyon, Gary
Nature-of-Science Assessment Based on "Benchmarks" and "Standards."

Pub Date—1999-01-00

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Benchmarking, Educational Change, Evaluation, Higher

Education, Science Education, *Scientific Literacy, *Scientific Principles, Surveys

One way to achieve a higher level of agreement on the nature of science (NOS) within the science education community is to embrace the two major documents, Benchmarks for Science Literacy (1993) and National Science Education Standards (1996). Both Benchmarks and Standards have many statements on the nature of science that can be used as the basis for research in this area of science literacy. This paper reports a study of the development and field test of a questionnaire based on the NOS information in Benchmarks and Standards. (WRM)

ED 442 645

SE 063 622

Hurst, Roy W.

Assessing the Impact of a Teacher Enhancement Program on Classroom Environment.

Pub Date—1999-00-00

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Elementary Secondary Education, Evaluation, *Faculty Development, *Inquiry, Relevance (Education), Science Education, *Teaching Methods

Identifiers—Minnesota

An enhancement program was implemented whose overall goal was to improve the teaching of life science and biology as an inquiry-oriented and socially relevant discipline in rural Minnesota schools. Teams of elementary, middle, and high school teachers from selected districts spent 6 weeks in a residential workshop program during the summer, followed by weekend sessions during the academic year. Science educators, college biology instructors, and other biology professionals employed an activities-based approach to learning science, teaching methodology, and science processes with the goal of improving science instruction at participating schools. A study examined the impact of the enhancement program in terms of its effect on teachers' instruction and classroom environment, as well as assessed the program's impact beyond the participants' own classrooms. (CCM)

ED 442 646

SE 063 626

Koballa, Thomas Kemp, Andrew Coleman, Dava Keys, Carolyn

Teacher Support Specialist in Science (TS[Cubed]): Socializing Prospective Secondary Teachers into the Profession.

Pub Date—1999-00-00

Contract—E90-SCD, E10A-SCD2

Note—12p.; Supported by the Georgia Eisenhower Program, Title II Higher Education.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Inservice Education, *Mentors, Preservice Teacher Education, Professional Development, Science Instruction, *Science Teachers, Secondary Education, *Secondary School Science, *Teaching Methods

This paper describes the Teacher Support Specialist in Science (TS[Cubed]) project, which was conducted at the University of Georgia. This project aimed to provide subject-specific instructional support to inexperienced and student teachers by way of mentoring. During this project, three sets of data were collected to reflect participants' reactions to this program: (1) a questionnaire before the summer TS[Cubed] course; (2) semi-structured interviews; and (3) evaluator observations during the course. University of Georgia scientists and science educators, secondary science teachers, and Regional Educational Service Agency (RESA) personnel were involved in the program planning and instruction. (YDS)

ED 442 647

SE 063 629

Vellom, R. Paul

Using Scoring Guides To Teach Preservice Teachers about Student-Centered Learning.

Pub Date—1999-00-00

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Guides, Methods Courses, Preservice Teacher Education, Preservice Teachers, Scientific Concepts, *Scoring, *Student Centered Curriculum, *Teacher Education, Teaching Methods

One of the challenges faced in teacher education is how to teach preservice teachers about complex topics, especially those that involve the roles of the teacher and students relative to one another and to what is being studied. This paper describes a secondary science methods course and presents activities from the course which allow teachers to assume roles beyond those with which they come in with. Scoring guides are one such activity and are presented as an example nested within the context of the course. (CCM)

ED 442 648

SE 063 630

Vernesi, Peter Lambert, Rebecca

"R-Best" Rationale for Teaching Elementary Science: A Study of First Year Teachers' Perspectives on Their Personal Research-Based Elementary Science Teaching Rationale.

Pub Date—1999-00-00

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Elementary Education, Integrated Curriculum, Science Instruction, *Science Process Skills, Science Teachers, *Scientific Concepts, Scientific Principles, Teacher Education, *Teaching Methods

Elementary teachers must make thousands of decisions about their teaching practices every day. From whom should they first seek a response? Who should be asked the next question? Will the students be in groups for this activity or do it alone? While many science educators have clear visions of strategies they should employ in science classrooms, the reality does not always fit their vision. This paper suggests that focus on the nature of science, process skills, and integrated teaching methods will increase the confidence of new teachers. In addition, it will develop an effective strategy that supports new elementary teachers' science instruction. (Contains 19 references.) (CCM)

ED 442 649

SE 063 642

McGinnis, J. Randy Roth-McDuffie, Amy Parker, Carolyn

Making Connections between Science and Mathematics in a Science Methods Course: Assertions and Reflections of the Participants.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—1999-01-00

Contract—DUE-98814650

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Higher Education, *Knowledge Base for Teaching, *Preservice Teacher Education, Science Instruction, *Science Teachers, *Teacher Attitudes, Teaching Methods

This study questioned whether there is a difference between Maryland Collaborative for Teacher Preparation (MCTP) teacher candidates and non-MCTP teacher candidates in the science content knowledge, beliefs, and perceptions they bring to their science classes, and in whether they complete the science methods course in their teacher education program. The study evaluated student teachers according to content preparedness to teach elementary students, their vision of an appropriate science learning environment for elementary students, and the rationale for and intent to make connections between science and mathematics in elementary education. (Contains 11 references.) (YDS)

ED 442 650 SE 063 648

Pringle, Rebecca L. Dickinson, Valerie L.
Classroom Learning Activities That Generate the Most Participation in Middle School Science.

Pub Date—2000-00-00
 Note—36p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Cooperative Learning, *Instructional Effectiveness, Middle Schools, *Science Activities, Science Education, Student Behavior, Student Characteristics, *Student Motivation, *Student Participation, Teaching Methods
 A common and frustrating problem for most teachers is that despite sincere attempts to meet the needs of all students, many students elect not to participate in classroom learning activities. The purpose of this study was to ascertain whether one type of learning activity generates more participation among middle school science students, especially those students who are normally non-participatory. Findings indicate that the highest percentage of participation among target students occurred in those activities that took place within a cooperative learning or whole class environment. (Contains 13 references.) (WRM)

ED 442 651 SE 063 653

Baird, William E. Zee, Ralph
Team Projects: A Taste of Real Science in Our Content/Methods Course.

Pub Date—1998-00-00

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cooperative Learning, *Engineering, Higher Education, Methods Courses, *Physical Sciences, Preservice Teacher Education, Preservice Teachers, *Problem Solving, Relevance (Education), Science and Society, *Science Teachers, *Teacher Education, Thinking Skills

This paper describes the results of implementing a team-project approach to a methods course for preservice physical science teachers. The course is meant to give future teachers realistic experiences in the pursuit of solutions to problems where no answers are provided by the textbook or the instructor. Each lesson introduces a problem, offers demonstrations of key concepts, asks students for applications from their own experiences, and ends with a quest for new solutions. (WRM)

ED 442 652 SE 063 678

Dickinson, Valerie L. Flick, Lawrence B. Lederman, Norman G.

Student and Teacher Concepts about Astronomy: Influences on Changes in Their Ideas.

Pub Date—2000-00-00

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Concept Formation, Grade 2, *Knowledge Base for Teaching, Primary Education, Science Education, *Scientific Concepts, *Student Role, Teacher Interns, *Teacher Student Relationship, Teaching Experience

In science education, it is well understood that teachers' scientific conceptions can influence students' learning, but the extent to which students' knowledge influences teachers' ideas is not known. This paper describes a study of the mutual interaction of ideas between two second grade teachers, one teacher intern, and their classrooms during the course of an astronomy unit. In this case study, the teacher with the most content knowledge and the greatest ease in addressing student ideas was most influenced by the students. (Contains 16 references.) (WRM)

ED 442 653 SE 063 682

Yore, Larry D. Shymansky, James A. Henriques, Laura Hand, Brian M. Dunkhase, John A. Lewis, JoAnne O.

Students' Perceptions of Science Teaching and Attitudes toward Science Learning and Teachers' Self-Report of Using Children's

Ideas, Applications of Science, and Use of Print Resources as Indicators of Interactive-Constructivist Teaching in Elementary Schools.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—1998-00-00

Contract—ESI-9353690

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, *Constructivism (Learning), *Educational Research, Elementary Education, *Instructional Effectiveness, Research Problems, Science Education, *Teaching Methods

This paper describes a study that took place within the context of the Science: Parents, Activities, and Literature (Science PALs) project. Particularly, the study sought to determine answers to the following questions: (1) What are the internal consistencies and substantive, external, and structural validities of students' perceptions, teachers' self-reports, evaluations of videotaped classroom science teaching, and expert ratings? and (2) Can students' perceptions and attitudes and teachers' self-reports be used as acceptable surrogate measures for videotaped interactive constructivist science teaching? Findings suggest that instruments based on social constructivism do not completely and accurately document science teaching based on interactive-constructivist assumptions. (Contains 30 references.) (WRM)

ED 442 654 SE 063 745

Fetters, Marcia K.

Pushing the Comfort Zone: Confronting the Perceptions of Teaching and Classroom Culture.

Pub Date—1999-00-00

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Case Method (Teaching Technique), *Classroom Techniques, Higher Education, Preservice Teachers, *Reflective Teaching, *Science Education, Student Needs, *Teacher Attitudes, Teacher Student Relationship, Teaching Methods, Teaching Skills, Teaching Styles

Preservice teachers have pre-existing conceptions of teaching that develop throughout many years of being students in the presence of teachers. Teacher educators are faced with the challenge of making the invisible parts of being a teacher visible to their students. This paper presents some of the activities, especially related to videotaped case studies, that were found to be effective in helping preservice science teachers recognize the diversity in their classrooms and the effort that it takes to meet the needs of all students. (Contains 36 references.) (WRM)

ED 442 655 SE 063 746

Vellom, R. Paul

Teaching about Classroom Management in a Constructivist Methods Class Environment.

Pub Date—1998-00-00

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Constructivism (Learning), Higher Education, Mathematics Education, *Reflective Teaching, Science Education, Secondary Education, *Teacher Education, *Teaching Methods, Teaching Skills, Technology Education

This paper describes a preservice science, mathematics, and technology methods class at The Ohio State University—Columbus that was designed to challenge students' assumptions about teaching, students, and schools while engaging students in study of their own activity and reflective writing. The course experience suggests that teaching about complex issues related to practice (such as classroom management) should be structured over substantial periods of time and across multiple settings and tasks. (WRM)

ED 442 656 SE 063 758

XY Encounter: A Mathematical Adventure.

[Videotape].

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-00-00

Note—Op.; For Teacher's Guide, see SE 063 759.

Available from—PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698; Phone: 800-344-3337.

Pub Type—Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Elementary Education, *Fractions, *Geometry, *Graphs, Mathematics Activities, *Mathematics Instruction, Middle Schools, *Number Concepts, Problem Solving, Videotape Recordings

This video offers an exciting four-part adventure about two teenage sleuths who discover the presence of an alien below New York City. As they try to make contact with the alien, they are confronted with a series of mathematical challenges that test their knowledge of the content strands recommended by the National Council of Teachers of Mathematics (NCTM) that include coordinate graphing, measurement and geometry, number patterns, and fractions. The video is closed-captioned and 27 minutes long. (ASK)

ED 442 657 SE 063 759

XY Encounter: A Mathematical Adventure. A Teacher's Guide to Student Discovery through Inquiry.

Pub Date—2000-00-00

Note—32p.; For XY Encounter videotape, see SE 063 758.

Available from—PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698; Phone: 800-344-3337.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Elementary Education, *Fractions, *Geometry, *Graphs, Mathematics Activities, *Mathematics Instruction, Middle Schools, *Number Concepts, Problem Solving, Teaching Guides

This print guide to the "XY Encounter" video offers an exciting four-part adventure about two teenage sleuths who discover the presence of an alien below New York City, and expands upon themes presented in the video. As the students try to make contact with the alien, they are confronted with a series of mathematical challenges that test their knowledge of the content strands recommended by the National Council of Teachers of Mathematics (NCTM) that include coordinate graphing, measurement and geometry, number patterns, and fractions. This guide features plot summaries, a listing of related standards, suggested video "stop" points to allow time for students to help solve the clues for finding the alien, reproducible activity sheets, and extension ideas. (ASK)

ED 442 658 SE 063 761

Chazan, Daniel

Beyond Formulas in Mathematics and Teaching: Dynamics of the High School Algebra Classroom. The Series on School Reform.

Report No.—ISBN-0-8077-3918-9

Pub Date—2000-00-00

Note—199p.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027. Tel: 212-678-3963 (paperback: ISBN-0-077-3918-9, \$22.95; hardcover: ISBN-0-077-3919-7, \$48).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Algebra, Classroom Communication, Classroom Techniques, High Schools, *Lower Class Students, *Mathematics Instruction, *Motivation, Teaching Methods

Based on the experiences as a researcher and teacher in lower-track, high school Algebra One classrooms, this book illuminates the complex dynamics of the algebra classroom and explores how to really know students, how to find engaging material, and how to inspire meaningful classroom conversations. A teacher's evolving understandings

of his students' algebra and teacher-student classroom roles are examined in detail. This book features an analysis of classroom episodes, student experiences, curricular reasoning, and mathematics education itself. Chapters include: (1) "My Algebra Teaching Autobiography—Sandra Callis Bethell: A Brief Teaching Biography"; (2) "Curricular Engagement and Personal Trajectories: 'Motivation' in High School Mathematics"; (3) "Toward a 'Conceptual Understanding' of School Algebra"; (4) "Developing Conversations in the Mathematics Classroom"; and (5) "Portraying Teaching as an Uncertain Craft-Coda: Predicaments of High School Mathematics Teaching." (Contains 255 references.) (ASK)

ED 442 659 SE 063 763
Stein, Mary Kay Smith, Margaret Schwan Henning-
sen, Marjorie A. Silver, Edward A.

Implementing Standards-Based Mathematics Instruction: A Casebook for Professional Development.

National Council of Teachers of Mathematics, Inc., Reston, VA.
Spons Agency—Ford Foundation, New York, NY.
Report No.—ISBN-0-8077-3907-3
Pub Date—2000-00-00
Contract—890-0572
Note—146p.; Foreword by Deborah Loewenberg Ball.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
Tel: 212-678-3963 (paperback: ISBN-0-8077-3907-3, \$21.95; hardcover: ISBN-0-8077-3906-5, \$56).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Standards, Algebra, *Case Method (Teaching Technique), Elementary Secondary Education, *Mathematics Instruction, Number Concepts, Statistics, *Teaching Methods

Teachers and teacher educators interested in synthesizing their current practice with new mathematics standards will welcome this highly useful volume. The QUASAR Project at the University of Pittsburgh presents prevalent cases of mathematics instruction drawn from their research of nearly 500 classroom lessons. The Mathematical Tasks Framework—which is explained thoroughly in this book—offers teachers and teacher educators the means to evaluate instructional decisions, the choice of materials, and learning outcomes while the case studies afford readers the opportunity to ground these ideas in actual classroom practice. This book aims to provide insight into how to foster a challenging, cognitively rich, and exciting classroom climate that propels students toward a richer understanding of mathematics. (Contains 36 references.) (ASK)

ED 442 660 SE 063 764
Borasi, Raffaella Siegel, Marjorie

Reading Counts: Expanding the Role of Reading in Mathematics Classrooms.

Report No.—ISBN-0-8077-3920-0
Pub Date—2000-00-00
Note—228p.; Foreword by David Pimm.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
Tel: 212-678-3963 (paperback: ISBN-0-8077-3920-0, \$23.95; hardcover: ISBN-0-8077-3919-7, \$48).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Action Research, *Content Area Reading, Elementary Secondary Education, *Integrated Curriculum, *Mathematics Instruction, Social Influences, Teaching Methods

The primary aim of this book is to integrate reading into school mathematics. A secondary aim is to reintegrate mathematics into society and humanity. This book goes beyond the traditional concern for reading word problems and math textbooks to consider how reading can support inquiry-oriented mathematics instruction. Drawing on findings from a collaborative action research project, three perspectives on reading are presented, each of which

highlights a different way that reading can enhance mathematics learning. Detailed narratives of classroom experiences illustrate these perspectives and show the range of texts, strategies, and reading practices teachers used to enrich students' understanding of mathematical concepts and processes, to broaden students' images of mathematics, and to negotiate classroom communities with students. Chapters include: (1) "Frameworks for Rethinking Reading in Mathematics Instruction"; (2) "Research and Instructional Settings"; (3) "The Potential of Reading Rich Mathematical Texts Generatively: A Transactional Perspective"; (4) "Reading Practices in an Inquiry-Oriented Mathematics Classroom: A Social Practice Perspective"; and (5) "The Role of Reading in Mathematics Inquiry Cycles: A Functional Perspective." (Contains 171 references.) (ASK)

ED 442 661 SE 063 778
Weber, Suzanne

Using the Science Misconceptions Research To Address Science Teaching Misconceptions.

Pub Date—1999-00-00
Note—14p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation, Experiential Learning, Higher Education, *Induction, *Learning Processes, Lesson Plans, *Misconceptions, *Preservice Teachers, Problem Solving, Scientific Concepts, *Teaching Methods

Identifiers—*Conceptual Change, National Science Education Standards

This study describes how the lesson plans of preservice teachers differed from the inductive learning cycle planning model, and relates these differences to persistent naive conceptions about effective science pedagogy held by preservice teachers. Strategies based on the science misconceptions literature that methods instructors can use to encourage the understanding and use of inductive learning cycle instruction by beginning teachers are suggested. The study concludes that preservice teachers majoring in secondary science education like and prefer traditional teaching methods while elementary and middle school preservice teachers find traditional methods boring and ineffective. (Contains 14 references.) (YDS)

ED 442 662 SE 063 788
Weinburg, Molly H.

Gender, Ethnicity, and Grade Level as Predictors of Middle School Students' Attitudes toward Science.

Pub Date—2000-00-00
Note—12p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement, Ethnicity, Females, Inquiry, Learning Processes, Males, *Middle School Students, Middle Schools, Motivation, *Science Education, *Sex Differences, *Student Attitudes

This paper indicates the increasing interest and importance of research on the effects of attitudes toward learning, and examines the differences in attitudes by gender, ethnicity, and grade level among middle school students toward science. It was concluded that sex differences provide a constant influence on attitudes toward science, and that ethnicity affects student choices in the courses of biology, chemistry, and physics. The awareness of teachers about their students' attitudes toward science can help them in developing programs and curriculum designs to better aid these students. (Contains 22 references.) (YDS)

ED 442 663 SE 063 792
Schwartz, Renee S. Abd-El-Khalick, Fouad Leder-

An Exploratory Study of the "Effectiveness" of Elementary Science Specialists.

Pub Date—1999-00-00
Note—36p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Austin, TX, January 14-

17, 1999).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, Elementary Education, *Elementary School Science, Elementary School Teachers, *Science Instruction, *Science Teachers, *Specialists, Teaching Methods

This study attempted to assess the effectiveness of a science program implemented by two elementary science specialists in a school district in a Western state. The study aimed to compare the potential of elementary classroom teachers and elementary science specialists to implement the reform vision for elementary science education in grades 4-6. The study was exploratory and qualitative in nature. Two science specialists and all 23 elementary classroom teachers for grades 4-6 from the specialists' district participated in the study. It is suggested that elementary science specialists may be more effective than regular classroom teachers in implementing the reform vision for elementary science education. (Contains 24 references.) (ASK)

ED 442 664 SE 063 793
Desouza, Josephine M. Shireen

Early Childhood Science: Adopting the Reggio Emilia Approach.

Pub Date—1999-00-00
Note—10p.
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Role, *Constructivism (Learning), Early Childhood Education, Educational Environment, Inservice Teacher Education, Integrated Curriculum, Learning Processes, Parents, *Reggio Emilia Approach, *Science Education, Teachers

Identifiers—Dewey (John), Italy, Piaget (Jean), Vygotsky (Lev S)

This paper describes the the Reggio Emilia Approach and recommends adopting the curriculum for teaching science in U.S. schools. The underlying philosophy of this approach is its uniqueness within the constructivist paradigm and its potential as an exemplary early childhood program that can be adapted to teach young children science. The educators and parents at Reggio, through a strong commitment and cooperation, have developed an excellent program over the years that has been exemplary not only for educators in Italy and Europe, but has also made a tremendous impact on early childhood education in the United States. The Reggio school uses an integrated curriculum that combines cognitive/symbolic processes in learning. (YDS)

ED 442 665 SE 063 797
Sweeney, Aldrin E.

Incorporating Multicultural and Science-Technology-Science Issues into Science Teacher Education Courses: Successes, Challenges and Possibilities.

Pub Date—1999-00-00
Note—34p.
Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accreditation (Institutions), Cultural Pluralism, Ethnic Groups, Higher Education, Learning Processes, *Misconceptions, *Multicultural Education, Preservice Teachers, Racial Differences, *Science Curriculum, *Science Education, Science Teachers, Scientific Literacy, Sex Differences, Social Class, *Teacher Education Programs

Showing evidence of planning multicultural education in curricula is required by the National Council of Accreditation of Teacher Education (NCATE) for accreditation of professional education programs. This paper presents discussions on this issue over the last three decades, points out the increasingly diverse student population in the United States, and questions the effectiveness of teachers in providing multicultural instruction to students. Different issues in multicultural education, science teacher education, and multicultural science teacher education are examined. The mean-

ing and structure of multicultural education is also discussed. (Contains 51 references.) (YDS)

ED 442 666 SE 063 803

Suen, Che-yin Pok, Yang-ming

A Comparison of Authoring Software for Developing Mathematics Self-Learning Software Packages.

Pub Date—1999-00-00

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Computer Software, *Computer Uses in Education, Elementary Secondary Education, *Individualized Instruction, *Mathematics Instruction, *Programming Languages

Four years ago, the authors started to develop a self-paced mathematics learning software called NPMaths by using an authoring package called Tencore. However, NPMaths had some weak points. A development team was hence formed to develop similar software called Mathematics On Line. This time the team used another development language called Scientific Notebook. In early 1998, the authors developed some question items using Maple as it includes the strong points of both Tencore and Scientific Notebook. Unfortunately, all the software mentioned above requires the downloading of the package into the local machine. All these packages (Tencore, Scientific Notebook, and Maple) do not have a convenient plug-in version suitable for Web browser application. The team recently developed similar software using Java. The first batch of question items using Java were used by more than 1,000 students. The Java development was not too successful because the downloading time was too slow, especially when many students are using the package at the same time. Currently the team is studying the possibility of using ActiveX to develop a learning package in which the downloading time is expected to be one-tenth of the Java downloading time. (Author)

ED 442 667 SE 063 806

Menck, Peter

Looking into Classrooms: Papers on Didactics. Issues in Curriculum Theory, Policy, and Research.

Report No.—ISBN-1-56750-468-X

Pub Date—2000-05-00

Note—143p.; Introduction by Ian Westbury.

Available from—Ablex Publishing Corporation, 100 Prospect Street, P.O. Box 811, Stamford, CT 06904-0811. (paperback: ISBN-156750-468-X, \$32.50; hardback: ISBN-156750-184-1, \$73.25). Tel: 203-323-9606; Fax: 203-357-8446; e-mail: a.dirado@elsevier.com.

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Foreign Countries, *Mathematics Instruction, *Teaching Methods

Identifiers—*Didactic Teaching, *Germany

This book explores a set of fundamental problems in curriculum theory. It is a work from within the traditions of Bildungstheorie, human-science education theory, and Didaktik. Chapters include: (1) "Research in Education and Didactics in Germany"; (2) "Bildung: A Core Concept of German Didaktik"; (3) "General Didactics: A Theoretical Framework"; (4) "Can We (and What Can We) Learn from the History of Education?"; (5) "Content: Still in Question?"; (6) "Didactics As Construction of Content?"; (7) "Throwing Dice: The Content of a Math Lesson"; (8) "The Formation of Conscience: A Lost Topic of Didaktik"; and (9) "Bild, Bildung, Weltbild." (Contains 85 references.) (ASK)

ED 442 668 SE 063 809

Kansas Curricular Standards for Mathematics.

Kansas State Board of Education, Topeka.

Pub Date—1999-03-00

Note—283p.

Available from—Kansas State Dept. of Education, 120 S.E. 10th Avenue, Topeka, KS 66612-1182. Tel: 785-296-4946; Fax: 785-296-3523.

For full text: <http://www.ksbe.state.ks.us>.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC12 Plus Postage.

Descriptors—*Academic Standards, Algebra, *Benchmarking, Computation, Elementary Secondary Education, Geometry, *Mathematics Curriculum, Mathematics Education, Number Concepts, *State Standards

Identifiers—*Kansas

The standards, benchmarks, and indicators in this document were created to help Kansas educators develop local curricula and assessments, and to serve as the basis for the state assessments in mathematics. The committee strove to recommend high yet reasonable expectations for all students. There are four mathematics curricular standards: (1) number and computation; (2) algebra; (3) geometry; and (4) data. The standards are general statements of what a student should know and be able to do in mathematics. Each of the standards has a series of grade-level benchmarks that are listed below the respective standard. Below each benchmark is a list of indicators that identify what it means for a student to reach the benchmark. Benchmarks have been developed for grades 2, 4, 7, and 10. Four appendices contain information on mathematical reasoning and problem solving, a bibliography, a glossary, and a list of helpful resources. (Contains 15 references.) (ASK)

ED 442 669 SE 063 810

An, Shuhua

Mathematics Teachers' Beliefs and Their Impact on the Practice of Teaching in China.

Pub Date—2000-00-00

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, *Mathematics Instruction, *Mathematics Teachers, *Teacher Attitudes, *Teaching Methods

Identifiers—*China

The purpose of this study was to find the beliefs of Chinese teachers in mathematics education and their impact on the practice of teaching. The objectives of the study were to recognize views of Chinese teachers on goals of education, especially goals of mathematics education, to explore how Chinese teachers prepare a lesson, examine how mathematics is taught in Chinese classrooms, and investigate how Chinese teachers instruct with different levels of students. The ultimate goal of this study was to focus on the importance of teachers' beliefs and their impact on the practice of teaching, and to provide data and recommendations which may be used to identify problems in mathematics in American and Chinese schools. Results indicate that teachers' beliefs about mathematics and its teaching play a significant role in shaping the teachers' ways of instruction, and cultural and social contexts affect teachers' belief systems. (Contains 10 references.) (ASK)

ED 442 670 SE 063 811

An, Shuhua

A Comparative Study of Middle School Mathematics Programs in China and the U.S.

Pub Date—2000-00-00

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Cross Cultural Studies, Foreign Countries, *Mathematics Curriculum, Mathematics Education, *Middle Schools, Program Evaluation, *Textbooks

Identifiers—*China, *United States

The purpose of this study was to find the differences between middle school mathematics programs in China and the United States. More specifically, the objectives of the study were to compare how mathematics is presented in the curricula and textbooks in China and in the United States, and to compare how mathematics is taught in classrooms in these countries. The ultimate goal of this study was to provide data and recommendations which may be used to identify problems in mathematics programs in both U.S. and Chinese

middle schools. It is concluded that there are problems in mathematics education in both China and the United States. China needs to find a way to reduce the high pressure from the exam-driven system to develop multiple teaching strategies and apply new technology in mathematics teaching and learning. The United States should look for new approaches to improve on weaknesses in basic conceptual understanding and skills. (Contains 25 references.) (ASK)

ED 442 671 SE 063 813

Mack, Nancy K.

Long-Term Effects of Building on Informal Knowledge in a Complex Content Domain: The Case of Multiplication of Fractions.

Spencer Foundation, Chicago, IL.

Pub Date—2000-04-00

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 27-28, 2000). Also supported by the University of Pittsburgh School of Education.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Fractions, Grade 5, Grade 6, *Individualized Instruction, Intermediate Grades, *Mathematics Instruction, *Multiplication, *Thinking Skills

Four students participated in a two year study (fifth- and sixth-grade) focused on the development of their understanding of multiplication of fractions. During the first year, all students received individualized instruction designed to encourage them to build on their informal knowledge of partitioning to solve problems involving multiplication of fractions. During the second year, all students received similar individualized instruction 4 times over a period of 9 months. They also received classroom instruction focused on algorithmic procedures for multiplication of fractions. In the long term, all students consistently drew on their informal knowledge of partitioning on their own to solve problems. However, students' thinking was also dominated by their knowledge of algorithmic procedures at times. (Contains 43 references.) (Author/ASK)

ED 442 672 SE 063 814

Mewborn, Denise S.

An Analysis of the Research on K-8 Teachers' Mathematical Knowledge.

Pub Date—2000-04-28

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). An earlier version was prepared for the mathematics learning study, conducted by the National Research Council of the National Academy of Sciences, Washington, DC.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Elementary School Teachers, *Knowledge Base for Teaching, Knowledge Level, Learning, *Mathematics Education

This paper provides a summary and a critique of the empirical literature on elementary teachers' mathematical knowledge. The empirical evidence addresses four major issues surrounding teachers' mathematical knowledge: 1) What is the nature of teachers' content knowledge, particularly with regard to the domain of number? 2) How does teachers' knowledge impact their instructional practice? 3) How does teachers' knowledge impact student learning? and 4) How do teachers develop appropriate mathematical knowledge? For each question, major findings are summarized, exemplars of studies that have addressed the question are provided, and the contribution of these studies to our understanding of teachers' mathematical knowledge is critiqued. The paper concludes that there is no clearly definable body of knowledge that informs teaching; rather, teachers need multiple types of knowledge, each of which is somewhat ill-defined and amorphous. (Contains 65 references.) (ASK)

ED 442 673 SE 063 815

Jacobson, Katrine Gram

Central Tensions: A Critical Framework for Examining High School Mathematics and Mathematics Education.

Pub Date—2000-04-00

Note—215p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 24-28, 2000).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC09 Plus Postage.

Descriptors—*College Bound Students, *Educational Policy, *Elementary School Teachers, High Schools, *Low Achievement, *Mathematics Education

High school mathematics (beginning with algebra) is widely regarded as the "gatekeeper" to college. It is also the subject students in U.S. public schools fail most often. As the standards movement gains momentum, students who are members of subordinated populations continue to perform worse on standardized measures of mathematical skill than do their mainstream peers. Fundamentally linked to these problems is the nature of mathematics education and the popular notion of "mathematics" as a discipline. Mathematics education research has never viewed equity as a central concern, the "objective" nature of mathematics in general has never called for examination of the complex political, economic, and ideological forces that shape the terrain of mathematics education in public schools. This study uses a variety of statistical and ethnographic techniques to illustrate ways in which traditional high school mathematics education supports hegemony and maintenance of the status quo. The study uses multiple regressions, analysis of variance, and path analysis to investigate students' attitudes toward mathematics and to explore factors contributing to success in mathematics. The more math students take, the more they resist the subject and the less it appears useful in everyday life. The study relies upon a critical awareness of the social contexts of both mathematics and mathematics education research to contrast "radical" mathematics education with "traditional" mathematics education. Focus group interviews with students, interviews with teachers, and transcript analysis suggest that teacher expectations of student ability have a strong effect on students' mathematical confidence. Confidence, in turn, is a key determinant of students' success or failure in school mathematics. Teachers tend to equate mathematics "ability" with the display of appropriate behaviors. Tracking students into college-prep and non-college-prep courses of study continues to fundamentally limit student opportunity. Finally, a case study illustrates the challenges of implementing policy measures grounded in a critical mathematics education paradigm. Math teachers must always consider the larger societal context in which they practice mathematics education if they are to understand the problematic role that subject plays in the education of students, especially those who are members of subordinated groups. (Contains 253 references.) (Author/ASK)

ED 442 674 SE 063 816

McGinnis, J. Randy Parker, Carolyn

What Happens to First Year Teachers Prepared To Make Connections between Science and Mathematics When They Enter the Workplace?

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—2000-00-00

Contract—DUE9255745, DUE9814650

Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Case Studies, Cultural Influences, Educational Change, Elementary Education, *Interdisciplinary Ap-

proach, *Mathematics Instruction, *Mathematics Teachers, Middle Schools, *Science Instruction, *Science Teachers, Surveys

This study's purpose was to present a detailed description and an interpretation of what happens to first year new teachers who are prepared to make connections between science and mathematics and to teach in a manner consistent with the recommendations in the national science education reform movement. The focus was on two sets of participants: (1) all new graduates (N=57) from the Maryland Collaborative for Teacher Preparation [MCTP], a statewide reform-based undergraduate teacher preparation program supported by National Science Foundation funding, and (2) a select sample of first year new graduates of the program in the workplace (elementary and middle level schools) (N=5). Survey and case study methodologies were used. Survey results were reported in comparison to a national sample. Also reported were differing social strategies enacted by the five new teacher case study participants in response to perceived constraints in the workplace. Research suggests that a reform-oriented mathematics and science teacher preparation program can recruit, educate, and graduate a cadre of new teachers who are employed by school districts. The new teachers from such a teacher preparation program have the capabilities and intentions to teach mathematics and science in a reform-based manner that makes connections between the disciplines by using high quality science mathematics. However, the new teachers' school cultures were a major factor in whether reform-aligned mathematics and science teaching was implemented regularly by the new teachers and if the new teachers continued to teach in those schools. (Contains 17 references.) (Author/ASK)

ED 442 675 SE 063 817

McGinnis, J. Randy Parker, Carolyn Graeber, Anna O.

An Examination of the Enculturation of Five Reform-Prepared New Specialist Teachers of Mathematics and Science.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—2000-04-00

Contract—DUE9255745, DUE9814650

Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Beginning Teachers, Case Studies, *Cultural Influences, Elementary Secondary Education, *Mathematics Instruction, Mathematics Teachers

This study's purpose was to present a detailed description and interpretation of what happens to new teachers in schools who are prepared to enact reform-based practices in mathematics and science. The focus was on a select sample of graduates from the Maryland Collaborative for Teacher Preparation [MCTP], a statewide reform-based undergraduate teacher preparation program supported by National Science Foundation funding. A case study methodology was used (first year, N=5; second year, N=3). Differential experiences and perceptions of and by new specialist teachers of mathematics were documented. Analysis was based on a teacher socialization framework as suggested by S. Veenman. Discussion centered on the enculturation of the teachers into an extant teaching culture (school district and school). Insights were framed in two components: (1) the individual's intentions, needs, and capabilities; and (2) the institutional demands, supports and constraints. A major finding was that the new teachers' school cultures were a major factor in whether reform-aligned mathematics and science teaching was regularly implemented by the new teachers. In addition, the new teachers' perceptions of their school cultures' lack of support for their intent to implement reform-based practices prompted differing social strategies by the new teachers (resistance, moving on, and exit). If these findings are supported by future research, then in order to enact reform and to retain new reform-pre-

pared teachers in schools, more attention needs to be placed on how to foster supportive, reform-oriented school cultures. (Contains 36 references.) (Author/ASK)

ED 442 676 SE 063 818

Mewborn, Denise S.

Changing Actions vs. Changing Beliefs: What Is the Goal of Mathematics Teacher Education?

Pub Date—2000-04-00

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Educational Change, Higher Education, Intermediate Grades, Mathematics Teachers, *Preservice Teacher Education, *Student Teacher Attitudes

This study focuses on one preservice mathematics teacher in her first mathematics methods course who constituted a special section of the course. This was field-based with most of the course spent in a fourth grade classroom observing mathematics instruction, conducting task-based interviews with individual children, and teaching small groups. It was concluded that the teacher was able to change her mathematics teaching behavior to be more consistent with her beliefs about children, teaching, and learning. (ASK)

SO

ED 442 677 SO 031 062

Tooley, James

The Global Education Industry: Lessons from Private Education in Developing Countries. IEA Studies in Education.

International Finance Corp., Washington, DC.; Institute of Economic Affairs, London (England).

Report No.—IEA-SIE-7; ISBN-0-255-36475-X

Pub Date—1999-00-00

Note—141p.; Funded by the Government of Japan, Comprehensive Japan Trust Fund. Produced by the IEA Education and Training Unit. Available from—The Institute of Economic Affairs, 2 Lord North Street, Westminster, London SW1P 3LB England (8 British pounds). Tel: 0171- 799 3745; Web site: (<http://www.iea.org.uk>).

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Comparative Education, *Developing Nations, Elementary Secondary Education, Foreign Countries, *International Education, *International Educational Exchange, Private Education, Private Schools, Private Sector, Social Science Research

Identifiers—Africa, Asia, Europe, Latin America

This book focuses on the impact of private education in developing countries, such as Argentina, Brazil, Colombia, India, Indonesia, Peru, Romania, Russia, South Africa, and Zimbabwe. The private education sector is large and innovative in the countries studied and not the domain of the wealthy. Contrary to popular opinion, private education in developing countries does not foster economic inequality, instead it provides social responsibility programs, subsidized placements, and student loan schemes. Factors are identified that impede or facilitate private education with a special focus on the role of regulatory regimes. Finally, ways the existence of an innovative private education sector could influence education policy as practiced by international agencies and national governments are explored. Chapter titles include: (1) "Case Studies of Private Education"; (2) "Factors for Success"; (3) "Equity Issues"; (4) "Regulation and Investment Climate"; and (5) "Conclusions and Policy Proposals." (Contains 28 references.) (RJC)

ED 442 678 SO 031 123

Heart Mountain Relocation Center: A Lesson Using Primary Source Documents To Critically Analyze the Relocation of Japanese Americans to Wyoming. AHC Primary Sources in the Classroom.

Wyoming Univ., Laramie. American Heritage Center.

Pub Date—1999-05-27

Note—26p.

Available from—American Heritage Center, University of Wyoming, P.O. Box 3924, Laramie, WY 82071. Tel: 307-766-4114; fax: 307-766-5511. For full text: <http://www.uwyo.edu/ahc/classroom/hm/index.htm>.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Civil Liberties, *Japanese Americans, Primary Sources, *Relocation, Secondary Education, Social Studies, State History, *United States History, *World War II

Identifiers—*Internment Camps, National History Standards

This lesson, for grades 7-12, correlates with Era 8, Standard 3c of the National History Standards for United States History: "evaluate the internment of Japanese Americans during World War II and assess the implication for civil liberties." The lesson provides background on the internment of Japanese Americans during the war and identifies the camp called Heart Mountain Relocation Center, located between Powell and Cody, Wyoming, where 10,000 people were interned. The lesson's objective is to compare, contrast, and draw conclusions based on competing historical evidence related to the Heart Mountain Relocation Center. It presents four activities for students to investigate the circumstances of Heart Mountain. A chronology of events leading to Japanese relocation and a sample document analysis worksheet are included, along with the following relevant primary source documents: letters, a diary entry, photographs and sketches, a statement from one of the internees, and the executive order of President Franklin Roosevelt. (BT)

ED 442 679 SO 031 184

Tye, Barbara Benham Tye, Kenneth A.

Global Education: A Study of School Change.

Report No.—ISBN-0-9626957-2-6

Pub Date—1999-00-00

Note—273p.; Introduction by Lee F. Anderson. First published by State University of New York, 1992.

Available from—Interdependence Press, 435 North Harwood Street, Orange, CA 92866 (\$19.95). Tel: 714-744-2821; Fax: 714-744-5765.

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Cross Cultural Studies, *Educational Change, Educational Development, Educational History, Educational Improvement, Educational Innovation, Elementary Secondary Education, *Global Education, *School Culture, School Organization, Social Studies

This book studies the role of the global education movement and its impact on educational change and reform. The volume discusses the importance of global education and considers the following topics: the influence of research on practice; global education as a social movement; meaning and activity; competing demands and the use of time in schools; the uniqueness of the single school; the role of the principal; interventionists; and what it takes to create a global school. The book outlines recommendations for further research and provides an extensive appendix that includes forms that can be used to develop a global school. The chapter titles are: (1) "Setting the Stage"; (2) "Research as Reflection on Practice"; (3) "Global Education as a Social Movement"; (4) "Meaning and Activity"; (5) "Competing Demands and the Use of Time in Schools"; (6) "The Uniqueness of the Single School"; (7) "The Pivotal Role of the Principal"; (8) "The Interventionists"; and (9) "What Does It Take To Globalize the Curriculum of a School?" Contains four appendices and an index. (RJC)

ED 442 680 SO 031 263

Big South Fork National River and Recreation Area. Junior Web Ranger Handbook.

National Park Service (Dept. of Interior), Washington, DC.

Pub Date—1999-00-00

Note—13p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Geography, Heritage Education, Historic Sites, *Outdoor Education, *Parks, *Recreational Facilities, *Social Studies

Identifiers—National Park Service, Park Rangers

This booklet (or "Junior Ranger Handbook") was designed to help children 4 to 12 years of age learn about the National Park Service and the Big South Fork National River and Recreation Area (Tennessee). The booklet offers activities and questions about the park; answers may be found by using the Big South Fork Web site (<http://www.nps.gov/biso/>). The hope is that these activities and questions will prepare children and their parents for a future visit to the Big South Fork National River and Recreation Area. By completing activities in the booklet children can qualify for a "Junior Ranger Badge and Certificate." (BT)

ED 442 681 SO 031 271

McMurray, Foster

Philosophy of Public Education.

Midwest Philosophy of Education Society, Carbondale, IL.

Pub Date—2000-00-00

Note—294p.

Available from—Midwest Philosophy of Education Society, 5006 W. Grace Street, Chicago, IL 60641-3450 (\$30).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Definitions, *Educational History, *Educational Objectives, *Educational Philosophy, Educational Practices, *Educational Theories, Elementary Secondary Education, *Intellectual Disciplines, *Learning

Identifiers—Professional Concerns

This document begins by considering the controversy over just how to define philosophy of education, and how to establish its legitimate domain and the range of its inquiries. The issue is a question of whether educational philosophy is to be conceived as a practical discipline, or as a theoretical discipline. The document continues by discussing other questions and problems in the philosophy of education. Following a preface and a bibliography of the author, the document is divided into the following chapters: (1) "Defining Philosophy of Education"; (2) "Non-partisan Educational Theory"; (3) "The Function of the Formal School"; (4) "Educational Aims"; (5) "Education as Cultivation of Mind"; (6) "Mind and Educational Process"; (7) "Equality, Status, and Society"; (8) "The Curriculum, Confidence, and Tension"; (9) "Experiencing Value"; and (10) "Reasons for Learning." (Contains 27 references.) (BT)

ED 442 682 SO 031 322

Blackburn, Marc K.

Gold Fever! Seattle Outfits the Klondike Gold Rush. Teaching with Historic Places.

National Register of Historic Places, Washington, DC. Interagency Resources Div.

Pub Date—1999-00-00

Note—28p.

Available from—Teaching with Historic Places, National Register of Historic Places, National Park Service, 1849 C Street, NW, Suite NC400, Washington, DC 20240. For full text: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/55klondike/55_klondike.htm

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Foreign Countries, Historic Sites, *Local History, Primary Sources, Secondary Education, Social Studies, *United States History, *Urban Areas, *Urban Culture

Identifiers—Canada, *Klondike Gold Rush, National Register of Historic Places, *Washing-

ton (Seattle), Westward Movement (United States)

This lesson is based on the National Register of Historic Places registration file, "Pioneer Square Historic District," and other sources about Seattle (Washington) and the Klondike Gold Rush. The lesson helps students understand how Seattle exemplified the prosperity of the Klondike Gold Rush after 1897 when news of a gold strike in Canada's Yukon Valley reached Seattle and the city's face was changed dramatically by furious commercial activity. The lesson can be used in units on western expansion, late 19th-century commerce, and urban history. It is divided into the following sections: "About This Lesson"; "Setting the Stage: Historical Context"; "Locating the Site: Maps" (Routes from Seattle to Klondike; Pioneer Square, Seattle); "Determining the Facts: Readings" (The Rush for Gold; Selling Seattle; Front Page of the "Seattle Post-Intelligencer," October 13, 1897; The Legacy of the Klondike Gold Rush); "Visual Evidence: Images" (Cooper and Levy, Pioneer Outfitters; McDougal and Southwick Company; Thedinga Hardware Company; The Pioneer Building, Pioneer Square; Ascending the "Golden Stairs" up to Chilkoot Pass on the Chilkoot Trail, 1897); "Putting It All Together: Activities" (Should I Stay, or Should I Go? Opportunity Knocks); and "Supplementary Resources." (BT)

ED 442 683 SO 031 351

Claus, Jeff, Ed. Ogden, Curtis, Ed.

Service Learning for Youth Empowerment and Social Change. Adolescent Cultures, School, and Society, Volume 5.

Report No.—ISBN-0-8204-3858-8; ISSN-1091-1464

Pub Date—1999-00-00

Note—198p.

Available from—Peter Lang Publishing, 275 Seventh Avenue, 28th Floor, New York, NY 10001 (\$29.95). Tel: 800-770-5264 (toll free within the U.S.); Tel: 212-647-7706; Fax: 212-647-7706.

Pub Type—Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Citizen Participation, Citizenship, *Citizenship Education, Citizenship Responsibility, Civics, *Community Action, *Community Involvement, Critical Thinking, Secondary Education, *Service Learning, Social Studies, Values Education

Identifiers—*Community Service

This book presents current thinking on the topic of community service programs for youth. Combining theory and research with descriptions of innovative programs and specific recommendations for program design, the volume outlines an approach to service learning that engages youth not only in helping others but also in critical reflection and the democratic pursuit of social reform. Topics covered range from the theory and practice of service learning to research and ideas about teacher preparation and educational reform. The contents include: (1) "Service Learning for Youth Empowerment and Social Change: An Introduction" (Jeff Claus; Curtis Ogden); (2) "Beyond Test Scores and Standards: Service, Understanding, and Citizenship" (Joan Schine); (3) "In the Service of What? The Politics of Service Learning" (Joseph Kahne; Joel Westheimer); (4) "Promoting Identity Development: Ten Ideas for School-Based Service Learning Programs" (Miranda Yates; James Youniss); (5) "An Empowering, Transformative Approach to Service" (Jeff Claus; Curtis Ogden); (6) "Taking a Calculated Risk: Harnessing the Exuberance of Youth through 'Community Problem Solvers'" (Alice L. Halsted); (7) "What's Love Got To Do with It? Teen Dancers on Community Service Learning" (Tricia Bowers-Young; Richard D. Lakes); (8) "Ripples of Empowerment: A Personal Reflection" (Joy DesMarais); (9) "Service Learning and the Making of Small 'd' Democrats" (Cynthia Parsons); (10) "Building Legacies: School Improvement and Youth Activism in an Urban Teacher Education Partnership" (Robert W. Maloy; Abbie Sheehan; Irene S. LaRoche; Richard J. Clark, Jr.); (11) "Empowering Teacher Education Students through

Service Learning: A Case Study" (Carol Kinsley); and (12) "Going Beyond Service" (Curtis Ogden). (RJC)

ED 442 684 SO 031 359

Foundation Document for the Development of the Common Curriculum Framework for Social Studies, Kindergarten-Grade 12.

Manitoba Dept. of Education and Training, Winnipeg.; Western Canadian Protocol for Collaboration in Basic Education, Edmonton (Alberta). Pub Date—1999-00-00
Note—21p.

Available from—Manitoba Department of Education and Training, Winnipeg, Manitoba, Canada R3T 2N2. For full text: <http://www.edu.gov.mb.ca/metks4/curricul/k-S4curr/socstud>.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Canada Natives, *Cooperative Planning, *Curriculum Development, Elementary Secondary Education, Foreign Countries, French Canadians, Models, Outcomes of Education, *Social Studies, Student Educational Objectives

Identifiers—*Manitoba

Noting that the Western Canadian Protocol for Collaboration in Basic Education (1993) states that the Ministers of Education in the four western provinces and two territories of Canada agree to collaborate in basic education, this foundation document stresses that this collaboration is unprecedented in Canadian curriculum development. For the first time in western and northern Canadian history, Aboriginal and Francophone representatives have been included as full and equal partners in the development of a common curriculum framework for social studies. The purpose of this foundation document is to provide direction to the developers of the framework. The framework will be composed of a common core of learning outcomes for all students and allow for distinctive outcomes for Aboriginal and Francophone students. The document is divided into the following sections: (1) "Introduction"; (2) "Vision"; (3) "Definition of Social Studies"; (4) "Role of Social Studies"; (5) "Guiding Principles for Writing the Common Curriculum Framework for Social Studies K-12"; (6) "A Model for the Common Curriculum Framework for Social Studies K-12"; (7) "Background: Aboriginal and Francophone Education"; and (8) "Definitions." An Appendix discusses "Social Studies and French Immersion." (BT)

ED 442 685 SO 031 400

McAlonan, Susan Longo, Pat Hotchkiss, Heather Roark, Kelli Fitzgerald, Joy

Making Standards Work! A Teacher's Guide to Contextual Learning: Integrating Academic Content Standards with Career Development and Workplace Competencies.

History. Colorado State Dept. of Education, Denver.; Colorado School to Career Partnership, Denver.

Pub Date—1999-00-00
Note—113p. For a related handbook for English, see ED 425 329.

Available from—Colorado Department of Education, 201 E. Colfax Ave., Denver, CO 80203. Web site: <http://www.cde.state.co.us>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Standards, Career Development, *Competency Based Education, Education Work Relationship, Elementary Secondary Education, *History Instruction, Learning Activities, *State Standards, Student Educational Objectives, *Student Evaluation

Identifiers—*Colorado, *Contextual Learning
This handbook, intended for K-12 teachers in Colorado, is a tool to help educators weave academic content standards, assessments, and career development methods into an integrated and comprehensive educational strategy that prepares all students to meet their future goals. The examples contained in the handbook were created to provide a vision of how teachers can deliver instruction in

ways that help students reach high academic standards in history, develop effective work habits, and gain career knowledge. Standards in the handbook reflect a "thinking" curriculum that requires students to know basic skills, to communicate effectively to solve problems, and to understand and apply academic principles and tools. They define a set of skills and knowledge that will prepare Colorado students for employment, citizenship, and life-long learning in the new century. The handbook presents explanatory material such as an introduction; a list of workplace competencies divided into communication skills, organizational skills, thinking skills, worker qualities, and technology skills; and "Opportunities for Success" that offers guidelines for educators to help special student populations to meet academic content standards. The history handbook is divided into three broad sections: (1) Grades K-4; (2) Grades 5-8; and (3) Grades 9-12. Each of the six standards in each of the three sections lists an Integration Matrix and a Classroom Activity. A Sample Rubric (an assessment rubric) follows the three sections. A list of school-to-career regional resource centers concludes the handbook. (BT)

ED 442 686 SO 031 425

Karol, Michele

An Inclusive Examination of the Mexican-American War: Fulbright Hays Summer Seminars Abroad Program, 1999 (Mexico).

Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—1999-10-04

Note—10p.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Curriculum Development, Curriculum Enrichment, Foreign Countries, International Relations, *Latin American History, Secondary Education, Social Studies, *United States History

Identifiers—*Mexican History, *Mexican War, Westward Movement (United States)

The Mexican American War is frequently a footnote in the study of U.S. expansion. The conflict is often portrayed solely from the U.S. perspective. This paper suggests that supplementing a U.S. history curriculum with an inclusive look at this conflict teaches students about the complexity of the relationship between the United States and Mexico. The paper argues for a thorough study of the war and offers teachers some resources for shaping a unit on the conflict. Noting that it can be challenging for teachers to locate enough materials to create a unit, the paper provides an annotated bibliography to introduce the diverse resources that exist on the topic; in the bibliography are curriculum units, background texts, images and texts, and resources on contemporary portrayals/Mexican-U.S. relations. (Contains 15 resources.) (BT)

ED 442 687 SO 031 499

Kohen, Robert

White Man's Burden: The Expansionist/Anti-Imperialist Debate at the Turn of the Century. 10th Grade Lesson.

San Bernardino County Superintendent of Schools, CA.

Pub Date—1999-00-00

Note—12p.

Available from—San Bernardino County Superintendent of Schools, 601 North East Street, San Bernardino, CA 92410-3093; Web site: (<http://score.rims.k12.ca.us>).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Learning, Current Events, Debate, *Foreign Policy, Grade 11, High Schools, *Imperialism, Interdisciplinary Approach, International Relations, Language Arts, Race, Racial Bias, Role Playing, Social Studies, *United States History

This 10th grade social studies lesson and language arts interdisciplinary curriculum unit asks students to examine the 19th century debate over U.S. foreign policy. Students engage in role playing and debate the expansionist policy versus the anti-

imperialist policy. The unit includes an activity description, background information, questions to guide research, online resources, and reflection questions. The teacher is provided with notes describing the unit's purpose, correlation to standards, and a guide that shows how to conduct the unit. (RJC)

ED 442 688 SO 031 543

Hengel, Madeleine S. Shumer, Robert

Citizen Participation: A "Links" Piece, Connecting Theory and Practice.

Minnesota Univ., St. Paul. National Service-Learning Cooperative Clearinghouse.

Spons Agency—Corporation for National Service.

Pub Date—1998-05-00

Contract—CA-001

Note—12p.

Available from—National Service-Learning Cooperative Clearinghouse, University of Minnesota, R-460 Buford Avenue, St. Paul, MN 55108-6197; Tel: 800-808-7378.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Citizen Participation, Citizenship Education, *Civics, Community Involvement, Elementary Secondary Education, *Service Learning, Social Studies

This annotated reference list is organized for a quick review of citizen participation information sources. Resources and readings are intended to be a starting point for researchers, practitioners, and others who are looking for information about citizen participation. The document includes the following sections: (1) "General Links to Citizen Participation" (Resources; Readings); (2) "Service-Learning Specific Information on Citizen Participation"; and (3) "Related links to Citizen Participation and How To Obtain Them." More than 30 citations, including ERIC references, from the 1980s and 1990s are given. (BT)

ED 442 689 SO 031 544

Tracy, Ann

Service-Learning as a Tool for Violence Prevention: An Annotated Topic Bibliography.

Minnesota Univ., St. Paul. National Service-Learning Cooperative Clearinghouse.

Spons Agency—Corporation for National Service.

Pub Date—1999-04-00

Contract—98CAMN0001

Note—7p.

Available from—National Service-Learning Cooperative Clearinghouse, University of Minnesota, R-460 Buford Avenue, St. Paul, MN 55108-6197; Tel: 800-808-7378.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Citizenship Education, Elementary Secondary Education, Law Related Education, *Prevention, *Service Learning, Social Studies, *Violence

This annotated bibliography identifies materials that focus on using service-learning as a tool for violence prevention. The references are divided into two broad categories: (1) "Discussions and Reports"; and (2) "Guides and Curricula." The bibliography contains more than 20 selections, including ERIC references, from the 1990s. It concludes with a list of eight organizations to contact for further information. (BT)

ED 442 690 SO 031 545

Shumer, Robert Tracy, Ann Hengel, Madeleine S. O'Donnell, Lily

Recent Dissertations on Service and Service-Learning Topics.

Minnesota Univ., St. Paul. National Service-Learning Cooperative Clearinghouse.

Spons Agency—Corporation for National Ser-

vice.

Pub Date—1999-01-00
Contract—98CAMN0001
Note—70p.

Available from—National Service-Learning Cooperative Clearinghouse, University of Minnesota, R-460 Buford Avenue, St. Paul, MN 55108-6197; Tel: 800-808-7378.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Citizenship Education, *Doctoral Dissertations, Elementary Secondary Education, Higher Education, Literature Reviews, *Service Learning

A brief literature review of dissertations from 1990 onward reveals that more than 110 studies have been completed on service and related topics. The intent of this literature review was to identify those academic studies. The collection of titles, authors, and abstract summaries presented focuses on the number and diversity of studies available. The review is divided into 16 chapters: (1) "Adult Service-Learning" (7 citations); (2) "Attitudes" (1 citation); (3) "Civic Education" (12 citations); (4) "Community Service" (29 citations); (5) "Disciplines" (7 citations); (6) "Diversity" (4 citations); (7) "Assessment Models" (29 citations); (8) "Personnel" (21 citations); (9) "Post-Secondary" (27 citations); (10) "Effects" (56 citations); (11) "Cross-Age Studies" (4 citations); (12) "Formal Schooling" (20 citations); (13) "Literature Reviews" (17 citations); (14) "Employment-Related Topics" (12 citations); (15) "Program Development" (12 citations); and (16) "Youth Development" (48 citations). Indexes are by authors, advisers, and universities. (BT)

ED 442 691 SO 031 547

Shumer, Robert Cook, Charles

The Status of Service-Learning in the United States: Some Facts and Figures.

Minnesota Univ., St. Paul, National Service-Learning Cooperative Clearinghouse.

Spons Agency—Corporation for National Service.

Pub Date—1999-06-00
Contract—98CAMN0001
Note—17p.

Available from—National Service-Learning Cooperative Clearinghouse, University of Minnesota, 1954 Buford Avenue, R-460, VoTech Ed Building, St. Paul, MN 55108-6197; tel: 800-808-7378; Web site: (<http://umn.edu/~serve>).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Involvement, Comparative Analysis, Educational Trends, High Schools, Higher Education, *School Community Programs, *Service Learning, Social Studies, Statistical Data, *Student Participation

Identifiers—*Youth Community Service

This report focuses on service and service-learning in high schools. The report compares data from 1984 research with information from two studies of service and service-learning completed in 1997. The data suggest that community service and service-learning in 1984 was available in slightly more than one-quarter of all high schools (primarily to white students), and course-related programs (service-learning) occurred in only about 10% of all schools. The 1997 data indicate that the number of high school students involved in service-related programs has increased 686%; and the number of high school students involved in service-learning has increased 3,663%. Using data from studies of school-based and college and university-based service-learning programs, the report estimates the number of individuals participating in service-learning programs across the country. It also provides charts that show funding figures for service-learning programs. (BT)

ED 442 692 SO 031 548

Hengel, Madeleine S. Shumer, Robert

A Summit Summary: An Annotated Bibliography on Service-Learning, National Service, Civic Education, and Character Education.

Minnesota Univ., St. Paul, National Service-Learning Cooperative Clearinghouse.

Spons Agency—Corporation for National Service.

Pub Date—1997-04-00

Contract—CA-001

Note—23p.

Available from—National Service-Learning Cooperative Clearinghouse, University of Minnesota, R-460 Buford Avenue, St. Paul, MN 55108-6197; Tel: 800-808-7378.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Citizen Participation, *Citizenship Education, Elementary Secondary Education, *Service Learning, Social Studies

Identifiers—*Character Education

This annotated bibliography is designed to help individuals investigate some of the essential literature about citizenship, service-learning, character education, and national service. Each category in the bibliography includes references that cover levels of theory and practice ranging from introductory to advanced. While the lists are not exhaustive, they provide a foundation for learning about these topics. At the end of each entry and at the end of the bibliography, information is given that explains how to obtain the item referenced. The bibliography includes more than 50 entries from the 1980s and 1990s, including many from the ERIC database. (BT)

ED 442 693 SO 031 552

Smith, Andrew F.

Global Perspectives on Fast-Food History.

American Forum for Global Education, New York, NY.

Pub Date—1999-00-00

Note—26p.

Available from—The American Forum for Global Education, 120 Wall Street, Suite 2600, New York, NY 10005. For full text: <http://www.globaled.org/curriculum/>.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cross Cultural Studies, Current Events, *Economics, Economics Education, Environmental Education, Franchising, *Global Approach, Government (Administrative Body), High Schools, Multicultural Education, Social Studies, United States History, World Geography, World History

Identifiers—*Fast Foods

This social studies curriculum unit teaches students in grades ten through twelve about the history and current impact of the fast food industry. The unit uses a topic familiar to students to foster critical thinking about history, geography, government, and economics. Lessons cover the origins of food, highlighting the Colombian Exchange; the growth of the soft drink industry; and the impact of fast food on various areas of one's life, from nutrition to global politics. Detailed student handouts and activity instructions are provided along with an extensive teacher's guide. (Contains 26 references.) (RJC)

ED 442 694 SO 031 554

Smith, Andrew F.

International Conflict and the Media: A Curriculum Guide.

American Forum for Global Education, New York, NY.

Spons Agency—Longview Foundation for Education in World Affairs and International Understanding, Accokeek, MD.; United States Inst. of Peace, Washington, DC.

Pub Date—2000-00-00

Note—168p.

Available from—The American Forum for Global Education, 120 Wall Street, Suite 2600,

New York, NY 10005. For full text: <http://www.globaled.org/curriculum/>.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Constitutional History, Constitutional Law, Current Events, Foreign Countries, Geography, *Mass Media, Mass Media Effects, *Mass Media Role, Secondary Education, Social Studies, *United States History, *War, World History

Identifiers—*Gulf War

This social studies curriculum guide broadly examines the relationships between the media and the military during wartime. It is divided into three units and includes 25 activities. The first unit, "Media and Conflict," begins with an examination of the historical context of the U.S. press and media and international conflicts. The second unit focuses on the Gulf War as a case study. The third unit examines the media in the Gulf War. Detailed student handouts and activity instructions are provided along with an extensive teacher's guide. (Contains 56 resources.) (RJC)

ED 442 695 SO 031 563

Nilsen, Aileen Pace Nilsen, Don L. F.

Encyclopedia of 20th-Century American Humor.

Report No.—ISBN-1-57356-218-1

Pub Date—2000-00-00

Note—384p.

Available from—The Oryx Press, P.O. Box 33889, Phoenix, AZ 85067-3889 (\$67.50). Tel: 800-279-6799 (Toll Free); Web site: <http://www.oryxpress.com>.

Pub Type—Books (010) — Reference Materials - General (130)

Document Not Available from EDRS.

Descriptors—*Comedy, Cultural Context, *Humor, Popular Culture, Reference Materials, Scholarship, United States History

Identifiers—*Twentieth Century

This reference encyclopedia contains information on both the historical and contemporary aspects of humor and comedy in the United States. Arranged in an A-to-Z format, the encyclopedia is a collection of article-length essays that examine humor from many perspectives, from defining terms; to providing information on humor writers, comedians, and actors; to presenting interesting historical and background information. The encyclopedia includes 100 essays exploring such topics as gender and humor; ethnic humor; political correctness; sitcoms; language play; anti-authority humor; the academic study of humor; cartoons; and postmodernism. The encyclopedia's essays conclude with lists of related resources for further study, and over 50 photographs illustrate the text. Subject indexes allow for easy searches for specific comedians or topics. (Contains an extensive bibliography.) (BT)

ED 442 696 SO 031 651

Fennessey, Sharon M.

History in the Spotlight: Creative Drama and Theatre Practices for the Social Studies Classroom.

Report No.—ISBN-0-325-00161-8

Pub Date—2000-00-00

Note—172p.

Available from—Heinemann, 88 Post Road West, P.O. Box 5007, Westport, CT 06881 (\$19.50). Tel: 800-793-2154 (Toll Free). Web site: (<http://www.heinemann.com>).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Creative Dramatics, Elementary Education, Integrated Activities, Language Arts, Multiple Intelligences, Oral Interpretation, *Social Studies, *Theater Arts

Identifiers—Gardner (Howard), National Arts Education Standards, National Social Studies Standards

This book brings new life to the study of social studies by integrating the tools of creative drama and theater tools like pantomime, movement, improvisation, scripted drama, oral interpretation, debate, public speaking, readers theater, storytell-

ing, and the many other ways the body or voice can be used to creatively communicate ideas to others. Taking into account the curriculum standards for social studies, the national standards for an education in theater, and Howard Gardner's theory of multiple intelligences, the book provides readers with strategies that have worked well in the classroom. These strategies include a wide variety of drama activities with a historical focus; step-by-step modeling of historical improvisations and reenactments; an outline of the basics for creating a historical play production; examples of dramatic language arts activities for social studies teaching; and a detailed description of an integrated unit on slavery and abolitionism. "In the Spotlight" sections at the end of each chapter describe a lesson or project in detail, including sample assessment ideas; examples of how drama and theater come into play with the social studies standards; and annotated professional books and resource literature for each chapter. With this book, teachers can help their students learn about a particular period of history and discover historical concepts by becoming men and women of the past, reliving dramatic moments in their lives, and experiencing their problems and solutions. (BT)

ED 442 697 SO 031 666

Ahmed, Zubun N.

Mapping Rural Women's Perspectives on Non-formal Education Experiences. APS Conceptual Mapping Project Research Report. Occasional Paper Series.

Pittsburgh Univ., PA. Dept. of Administrative and Policy Studies.

Report No. —APS-CMP-RR-12

Pub Date—2000-03-00

Note—36p.

Available from—Department of Administrative and Policy Studies, University of Pittsburgh, WP Hall 5S19, Pittsburgh, PA 15260 (\$6).

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Developing Nations, Educational Research, *Empowerment, Foreign Countries, *Nonformal Education, *Perspective Taking, Research Methodology, *Rural Women, Social Science Research

Identifiers—*Social Mapping

A study explored how rural women in the village of Srefultoli, Bangladesh describe, from their own point of view, their experiences with nonformal education (NFE). Feminist research has shown that existing NFE programs in developing countries give women traditional knowledge of family planning, nutrition, and health care, but they do not deal with the need to increase women's awareness of their oppression and exploitation. The study examined whether current NFE programs in this village in Bangladesh give women new knowledge about their current situation in society and in the family and whether these women are conscious of their strategic and practical needs. A social mapping methodology was used to pattern these women's perspectives, and the map serves as a conventional symbol for the "way things are," or perceptions of truth. Findings suggest that rural Bangladeshi women are aware of their socio-economic and political subordination and that they use multiple strategies to resist patriarchal domination. Most of the women see participation in NFE programs as an empowering process. Findings also suggest that rural women wanted NFE programs to provide increased opportunities for income generation, for better access to education, for training to help them become economically independent, and for the conscientization of men, so these other objectives may flourish. These women also had specific suggestions regarding the class time, course design, and courses for men that would enhance female participation and would introduce some changes in men's and women's relationships. Conclusions were that certain more participatory NFE programs may bring meaningful changes in women's lives, and that rural women themselves can best identify their own needs. (Contains 5 figures and 43 references.) (Author/BT)

ED 442 698 SO 031 674

West Meets East in Malaysia and Singapore. Participants' Papers. Fulbright-Hays Summer Seminars Abroad Program 1999 (Malaysia and Singapore).

Malaysian-American Commission on Educational Exchange, Kuala Lumpur.

Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—1999-00-00

Note—347p.

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC14 Plus Postage.

Descriptors—Area Studies, Art Education, Asian Studies, *Cultural Awareness, Developing Nations, Elementary Secondary Education, Foreign Countries, Global Education, Higher Education, *Political Issues, Social Studies, Study Abroad, Undergraduate Study

Identifiers—Fulbright Hays Seminars Abroad Program, *Malaysia, *Singapore

These projects were completed by participants in the Fulbright-Hays summer seminar in Malaysia and Singapore in 1999. The participants represented various regions of the U.S. and different grade levels and subject areas. The seminar offered a comprehensive overview of how the people of Malaysia and Singapore live, work, and strive towards their vision of a more secure east-west relationship without sacrificing their history or culture. In addition, seminars were presented about Malaysia's geography and history, the political structure, cultural plurality, religions, economy, educational system, aspirations and goals for the future, and contemporary issues facing the society. The 15 projects are: (1) "Rice Cultivation of Malaysia" (Klaus J. Bayr); (2) "Mahathir of Malaysia" (Larry G. Beall); (3) "The Politics of Development of Malaysia: A Five Week Course Segment for an Undergraduate Course on Politics in Developing Areas" (George P. Brown); (4) "Patterns of Urban Geography: A Comparison of Cities in Southeast Asia and the United States" (Robert J. Czerniak); (5) "The Domestic and Foreign Effects of the Politics of Modernization in Malaysia" (Henry D. Fearnley); (6) "Colonialism, Racial Diversity and Income Inequalities in Malaysia" (Baher Ghosheh); (7) "West Meets East in Malaysia and Singapore" (Kathryn A. Megyeri); (8) "Managing Cultural Diversity: Reflections on Multiculturalism in Malaysia" (Digambar Mishra); (9) "The Education of the Artist in Malaysia: A Survey of Tertiary Level Programs in Art and Design, and Resources on Cultural Policy" (James F. Morris); (10) "Culture and Child Development Lessons from Malaysia" (Susan G. Nummedal); (11) "Malaysia and Singapore: The Politics of Diversity" (Joseph L. Overton); (12) "Reading around Singapore" (Constance G. Pappas); (13) "West Meets East in Selected Literature of Malaysia and Singapore: An Annotated Bibliography of Malaysian and Singaporean Literature Written in English for Teachers of South East Asian Literature and Culture" (Pearlie M. Peters); (14) "The Asian World Project: An Instructional Model for Asian Studies and World Feast Celebrations for the North Carolina School of Science and Mathematics" (Jane Craver Shlensky); and (15) "West Meets East in Malaysia and Singapore" (Genevieve R. Thompson). (BT)

ED 442 699 SO 031 682

Hobbs-Olson, Laurie

Life on an Island: Early Settlers off the Rock Bound Coast of Maine. Teaching with Historic Places.

National Register of Historic Places, Washington, DC. Interagency Resources Div.

Pub Date—2000-00-00

Note—27p.

Available from—Teaching with Historic Places, National Register of Historic Places, National Park Service, 1849 C Street, NW, Suite NC400, Washington, DC 20240. For full text: <http://www.cr.nps.gov/nr/twhp/www/tps/lessons/>

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Field Trips, Historic Sites, *Land Settlement, *Local History, Primary Sources, Secondary Education, Social Studies, Student Educational Objectives, *United States History

Identifiers—Acadia National Park ME, *Maine, National Register of Historic Places

This lesson, based on National Register of Historic Places files, describes early settlers' lives on some of the approximately 5,000 islands off the coast of Maine. During the mid-18th century many of these islands began to be inhabited by settlers eager to take advantage of this interface between land and sea. The lesson discusses the Blue Duck Ships' Store and the Islesford Historical Museum, both located on Little Cranberry Island, two-and-one-half miles by boat from Mount Desert Island, and both part of Acadia National Park. The lesson could be used in units on the settlement of northern New England or on life in the early national period. It can help students strengthen their skills of observation, research, and analysis of a variety of sources. The lesson provides background information about the site and lists objectives for students and materials needed. The unit is divided into these sections: "Locating the Site: Maps" (Maine; Mount Desert and neighboring islands); "Determining the Facts: Readings" (The Hadlocks, a Seafaring Family of Maine; Samuel Hadlock VI's Ledger [with transcript]; Edwin Hadlock's Journal [with transcript]; The Gilleys of Baker Island; The Light-house Letter); "Visual Evidence: Images" (Little Cranberry Island, 1870; Little Cranberry Island, 1880s); "Putting It All Together: Activities" (Living on an Island; Local History); and "Supplementary Resources." (BT)

ED 442 700 SO 031 722

China: Tradition and Transformation. Curriculum Projects. Fulbright-Hays Summer Seminar Abroad Program 1999 (China).

National Committee on United States-China Relations, New York, NY.

Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—1999-00-00

Note—623p.

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price — MF03/PC25 Plus Postage.

Descriptors—Area Studies, *Chinese Culture, *Cultural Context, Elementary Secondary Education, Foreign Countries, Global Approach, Social Studies, Study Abroad

Identifiers—*China, Chinese Art, Chinese Literature, Fulbright Hays Seminars Abroad Program

This collection of curriculum projects is the result of the authors' participation in a Fulbright summer seminar program in China. The following 16 curriculum projects are in the collection: (1) "Banpo Village: A Prehistoric Dig" (Sandra Bailey); (2) "China: Moving into the New Millennium: A Study of China's Past, Present and Future" (Shirley Bell); (3) "From the Scroll to the Book" (Mary Leland Gaynor); (4) "Chinese Farmer's Paintings: An Integrated Thematic Unit for Upper Elementary Students" (Carolynn Gramstorff); (5) "China: A Supplemental Activity Guide" (Patricia S. Hammond); (6) "The Jews in Shanghai" (Doreen Hazel); (7) "The Incorporation of Chinese Literature and Language into the Secondary English Classroom" (Lisa S. Hungness); (8) "China in Economic Transition: Exploring the Merits of Market Economies" (James L. Jurgens); (9) "Rural to Urban Migration" (Marianne Kenney); (10) "Basic Arithmetic on a Handmade Chinese Abacus" (Tony Martin); (11) "A Modern Day Marco Polo, Discovering Traditions and Change in China" (Elizabeth J. Miller); (12) "The China Connection" (Patricia J. Morris); (13) "Boxing Up Your China" (Mimi Norton); (14) "What If?" (Lani Nahlen Pang); (15) "Using and Protecting Natural Resources in Meeting Needs and Wants" (Pam Solvie); and (16) "China Connection: A Collection of Culture, Children's Literature, and Other Resources" (Brenda Vitaska). (BT)

ED 442 701

SO 031 746

Michaelis, John U. Garcia, Jesus

Social Studies for Children: A Guide to Basic Instruction, Eleventh Edition.

Report No.—ISBN-0-205-17537-6

Pub Date—1996-00-00

Note—462p.

Available from—Allyn & Bacon, 200 Old Tappan Rd., Old Tappan, NJ 07675 (\$77). Tel: 800-922-0579 (Toll Free); Web site: <http://vig.abacon.com/>.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Education Courses, Elementary Education, Higher Education, Methods Courses, *Social Studies, *Teacher Education, Teacher Education Curriculum, *Textbooks

This textbook is a guide for preparing teachers for social studies instruction in grades K-8. It promotes social studies as education for citizenship in a democracy. All chapters are structured to aid study and can be varied in order to suit the course requirements of instructors and the needs of students. Each chapter begins with an objective and related focusing questions that give an overview of content and serve as study guides. Practical teaching and learning strategies and activities are highlighted and supplemented by charts, checklists, illustrations, and examples of teaching plans. Questions and activities at the end of each chapter are designed to provoke discussion, application, and evaluations of ideas. The critically selected references may be used to gain additional information and extend the application of ideas presented in each chapter. Both the focusing questions and the suggested activities may be used for self-evaluation by students and for pre- and post-assessment by instructors in competency-based programs. Chapters include: (1) "Curriculum Overview and Historical Highlights"; (2) "Preparing Plans for Instruction"; (3) "Identifying and Using Instructional Media"; (4) "Developing Understanding and Thinking Skills"; (5) "Developing Creative Thinking through Expressive Experiences"; (6) "Developing Affective Elements of Learning"; (7) "Incorporating Content from Basic Disciplines"; (8) "Incorporating Instruction and Topics of Special Concern"; (9) "Incorporating Current Affairs, Issues, and Special Events"; (10) "Planning and Guiding Group Learning Activities"; (11) "Planning and Providing for Individual Differences"; (12) "Developing Globe and Map Concepts and Skills"; (13) "Using and Improving Communication Skills"; and (14) "Evaluation of Students' Learning." (EH)

ED 442 702

SO 031 786

Wentland, Daniel

A Framework for Organizing Economic Education Teaching Methodologies.

Pub Date—2000-00-00

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classification, Classroom Techniques, *Economics Education, Higher Education, Instructional Effectiveness, *Student Needs, *Teaching Methods, Undergraduate Study

Identifiers—Blooms Taxonomy, *Learning Environment, Research Suggestions

Many students perceive economics as a challenging subject, and therefore successfully communicating economics education to students becomes a major concern. This paper uses the work of Sweeney, Becker, and Watts (1996) on undergraduate teaching methods and documents various teaching methodologies utilized in economic education to develop a framework for classifying those methodologies. The framework consists of the three elements of economic education: (1) economic choices; (2) economic concepts; and (3) economic goals. The paper includes Bloom's Taxonomy of Educational Objectives, teacher or student oriented learning activities, technology based learning activities, and individual or group based learning activity. This framework helps to move the literature forward by fostering a better understanding of how

the teaching methodologies fit into the scope of economic education and, more importantly, how each of these teaching practices influences the learning environment. The paper calls for additional research to include the continual documenting of the various teaching methodologies utilized in economic education as well as creating alternative or additional classification categories. In addition, a quantitative assessment should be developed that could evaluate how well a teaching methodology influenced the learning process and the outcome achieved by the students. (Contains several illustrations and 27 references.) (BT)

ED 442 703

SO 031 787

Bednarz, Sarah Witham, Ed. Bednarz, Robert S., Ed.

Social Science on the Frontier: New Horizons in History and Geography. The Social Science Education Consortium Conference Series, Volume 1.

Social Science Education Consortium, Inc., Boulder, CO.

Report No.—ISBN-0-89994-402-7

Pub Date—2000-00-00

Note—96p.

Available from—Social Science Education Consortium, P.O. Box 21270, Boulder, CO 80301-4270; Web site: (www.ssecinc.org); (\$14.95 plus postage/handling).

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Elementary Secondary Education, *Geography, Higher Education, *History, *Professional Development, *Scholarship, Social Studies, Teacher Education

Identifiers—Research Integration

This collection of essays examines recent scholarship in history and geography. The readings are for teachers, teacher educators, curriculum coordinators, and developers of curriculum materials. Following a foreword by the series editors, Matthew T. Downey and Joseph P. Stoltman, the essays are: (1) "At Play with Education and History" (Elliott West); (2) "The Topography of Geography: Some Trends in Human Geographic Thinking" (William E. Riebsame); (3) "Implications of New Research and Scholarship in History and Geography for Inservice Teacher Professional Development" (Ruth O. Selig); (4) "Implications of New Research and Scholarship in Geography for K-12 Curriculum Development" (Mary E. Haas); (5) "At Play with Curriculum Development in History" (John Allen Rossi); and (6) "The Implications of New Research and Scholarship in History and Geography for Undergraduate and Teacher Education" (Phil Klein; Fritz Fischer). (Each essay contains references.) (BT)

ED 442 704

SO 031 820

WEEA Digest on Education Assessment.

Educational Development Center, Inc., Newton, MA. WEEA Equity Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-03-00

Contract—ED-98-CO-0008

Note—13p.

Available from—Women's Educational Equity Act (WEEA) Resource Center, Education Development Center, Inc., 55 Chapel Street, D-0300, Newton, MA 02458; Tel: 800-225-3088; Web site: (<http://www.edc.org/WomensEquity>).

Pub Type—Collected Works - General (020)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Accountability, *Cognitive Style, Disabilities, Elementary Secondary Education, *Evaluation Methods, *Gender Issues, *School Culture, *Student Evaluation, Student Experience

The March 2000 WEEA Digest contains two articles. The first, "Honoring Ways of Knowing" (A. Lin Goodwin) mentions that notions of "educational excellence" or "education for all" are too seldom actualized because such conversations often sidestep the reality of inequitable educational practices. Voluminous data exist that articulate how

schools help to structure inequality. This digest begins with a brief summary of school experiences of children of color and girls in an effort to make known the ways that schools structure inequality and educators' (and society's) unrelenting low and limiting expectations for these students. The article discusses how authentic assessment can precipitate a shift away from knowledge as discrete and intelligence as static, and foster teachers' deeper understanding of children of color and girls' abilities, gifts, and ways of knowing. It argues that authentic assessment can result in transformative teaching that honors children's diversities and multiple ways of knowing and learning to nurture "all" their talents. The digest includes lists of WEEA resources on assessment; additional resources; and resource organizations for assessment. The second article entitled "Academic Accountability for Students with Disabilities and LEP" (Tim Boals) reports on how Wisconsin has developed an alternative assessment framework for special students. (BT)

ED 442 705

SO 031 826

Martens, Meri Anderson, Marilyn

Teaching American Diplomacy Using Primary Sources. The Establishment of the State of Israel.

Denver Univ., CO. Center for Teaching International Relations.

Spons Agency—Una Chapman Cox Foundation, Corpus Christi, TX.

Report No.—ISBN-0-943804-03-5

Pub Date—2000-00-00

Note—206p.; Series edited by Linda Bongiorno. Documents collected and edited by Karen Volker.

Available from—Center for Teaching International Relations, University of Denver, 2201 South Gaylord Street, Denver, CO 80208-0268; tel: 303-871-3106; Web site: (<http://www.du.edu/ctir/>); (\$19.95).

Pub Type—Guides - Classroom - Teacher (052) — Historical Materials (060)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civics, *Diplomatic History, Foreign Countries, *Foreign Policy, High Schools, *International Relations, Jews, Middle Eastern History, Political Science, Presidents of the United States, *Primary Sources, Social Studies, Teaching Guides, United States History

Identifiers—*Israel

In this high school U.S. government and U.S. history curriculum unit, students examine in depth the establishment of the state of Israel. Detailed activities are provided to teach students about the role of the United States in the creation of the nation of Israel. The materials include informational handouts for students, background information for teachers, lesson ideas and outlines, black line masters, rubrics, applications to civics and history standards, and primary source documents, including correspondence and diaries of key figures in the creation of Israel, newspaper articles, and official documents from the United States, United Kingdom, and United Nations. (RJC)

ED 442 706

SO 031 827

Bongiorno, Linda Psarakis, Nicholas

Teaching American Diplomacy Using Primary Sources. The Monroe Doctrine.

Denver Univ., CO. Center for Teaching International Relations.

Spons Agency—Una Chapman Cox Foundation, Corpus Christi, TX.

Report No.—ISBN-0-943804-21-3

Pub Date—2000-00-00

Note—89p.; Series edited by Linda Bongiorno. Documents collected and edited by Karen Volker.

Available from—Center for Teaching International Relations, University of Denver, 2201 South Gaylord Street, Denver, CO 80208-0268; tel: 303-871-3106; Web site: (<http://www.du.edu/>)

ctir/); (\$19.95).

Pub Type—Guides - Classroom - Teacher (052) — Historical Materials (060)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civics, Constitutional History, Constitutional Law, Diplomatic History, *Foreign Policy, Government (Administrative Body), High Schools, *International Relations, Political Science, Presidents of the United States, *Primary Sources, Social Studies, Teaching Guides, *United States History

Identifiers—*Monroe Doctrine

In this high school U.S. government and U.S. history curriculum unit, students examine in depth the Monroe Doctrine. Detailed activities are provided to teach students about the origins of the Monroe Doctrine and its subsequent impact on U.S. foreign policy. The materials include informational handouts for students, background information for teachers, lesson ideas and outlines, black line masters, rubrics, application to civics and history standards, and primary source documents, including correspondences and diaries of key figures in the development of the Monroe Doctrine. (RJC)

ED 442 707 SO 031 828
Yoon, Jenny Nam

Music in the Classroom: Its Influence on Children's Brain Development, Academic Performance, and Practical Life Skills.

Pub Date—2000-00-00

Note—42p.; M.A. Thesis, Biola University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Child Development, *Daily Living Skills, Developmental Stages, *Educational Benefits, Elementary Secondary Education, *Individual Development, Literature Reviews, *Music, *Music Education

Identifiers—Brain Activity, *Brain Development

A growing body of research reveals the beneficial effects of music on education performance. Research indicates that music plays an important role in the brain development of a child. Furthermore, researchers believe that children who have more exposure to music and music training benefit from enhanced brain activity which has been shown to increase students' abilities to perform certain academic tasks. In addition, many practical life skills are acquired through music learning and music training. Music education is believed to deserve the status as an equally significant core subject. A review of the literature demonstrates the benefits of music education, discussing the influence of music on the child's brain development, academic performance, and practical life skills. (Contains 38 references.) (Author/BT)

ED 442 708 SO 031 829
Zola, Jaye Johnson, Jacquelyn S.

Teaching American Diplomacy Using Primary Sources. The Annexation of the Philippines.

Denver Univ., CO. Center for Teaching International Relations.

Spons Agency—Una Chapman Cox Foundation, Corpus Christi, TX.

Report No.—ISBN-0-943804-37-X

Pub Date—2000-00-00

Note—72p.; Series edited by Linda Bongiorno. Documents collected and edited by Karen Volkner.

Available from—Center for Teaching International Relations, University of Denver, 2201 South Gaylord Street, Denver, CO 80208-0268; tel: 303-871-3106; Web site: (<http://www.du.edu/ctir/>); (\$19.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civics, Constitutional History, Constitutional Law, *Diplomatic History, Foreign Countries, *Foreign Policy, Government (Administrative Body), High Schools, *International Relations, Political Science, Presidents of the United States, *Primary Sources, Social

Studies, Teaching Guides, *United States History

Identifiers—*Philippines

In this high school U.S. government and U.S. history curriculum unit, students examine in depth the annexation of the Philippines. Detailed activities are provided to teach students about U.S. foreign policy, the growth of the United States as a world power, and expansion and colonization in the Pacific Ocean. The materials include informational handouts for students, background information for teachers, lesson ideas and outlines, black line masters, rubrics, application to civics and history standards, and primary source documents, including correspondence and diaries of key figures in the annexation of the Philippines, newspaper articles, and state department documents. (RJC)

ED 442 709 SO 031 830
Miles, Michael Schuster, Heidi

Teaching American Diplomacy Using Primary Sources. The Expansion of NATO.

Denver Univ., CO. Center for Teaching International Relations.

Spons Agency—Una Chapman Cox Foundation, Corpus Christi, TX.

Report No.—ISBN-0-943804-42-6

Pub Date—2000-00-00

Note—150p.; Series edited by Linda Bongiorno. Documents collected and edited by Karen Volkner.

Available from—Center for Teaching International Relations, University of Denver, 2201 South Gaylord Street, Denver, CO 80208-0268; tel: 303-871-3106; Web site: (<http://www.du.edu/ctir/>); (\$19.95).

Pub Type—Guides - Classroom - Teacher (052) — Historical Materials (060)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civics, Constitutional History, Constitutional Law, Diplomatic History, Foreign Countries, *Foreign Policy, Government (Administrative Body), High Schools, *International Relations, National Defense, *National Security, Political Science, Presidents of the United States, *Primary Sources, Social Studies, Teaching Guides, *United States History

Identifiers—Europe, *North Atlantic Treaty Organization

In this high school U.S. government and U.S. history curriculum unit, students examine in depth the expansion of the North Atlantic Treaty Organization (NATO). Detailed activities are provided to teach students about the origins of NATO, its impact on U.S. foreign policy, and its future directions, particularly the enlargement of NATO in the post-Cold War world. The materials include informational handouts for students, background information for teachers, lesson ideas and outlines, black line masters, rubrics, application to civics and history standards, and primary source documents, including the correspondence of key figures in the history and development of NATO, newspaper articles, and transcripts of Congressional testimony. (RJC)

ED 442 710 SO 031 831
Smardz, Carolyn, Ed. Smith, Shelley J., Ed.

The Archaeology Education Handbook: Sharing the Past with Kids.

Spons Agency—Society for American Archaeology, Washington, DC.

Report No.—ISBN-0-7425-0253-8

Pub Date—2000-00-00

Note—446p.

Available from—AltaMira Press, A Division of Rowman & Littlefield, Publishers, Inc., 1630 North Main Street, Suite 367, Walnut Creek, CA 94596; Web site: (<http://www.altamira-press.com/>); (\$34.95).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Ancient History, Anthropology, *Archaeology, Cross Cultural Studies, Elementary Secondary Education, Heritage Education,

*Primary Sources, Social Science Research, Social Studies

This guidebook outlines the culture and structure of schools and shows how archaeologists can work with teachers, curriculum developers, museum professionals, and park rangers to develop useful programs in archaeological education both in the classroom and in informal settings. The essays strive to provide multiple examples of exemplary programming that meets the needs of students, educators, and archaeologists in a realistic, achievable manner. The writings are: (1) "Accessing Educational Systems in Canada and the United States" (Cathy MacDonald; Paula Burtness); (2) "Governmental Education Standards and K-12 Archaeology Programs" (M. Elaine Davis); (3) "Cognitive and Moral Development of Children: Implications for Archaeology Education" (Emily J. Johnson); (4) "Learning and Teaching Styles: Reaching All Students" (Victor W. Geraci); (5) "Heritage Education for Special Students" (Renata B. Wolyniec); (6) "Developing Lessons about Archaeology: From a Teacher's Journal" (Patricia Wheat); (7) "National Geographic and Time Magazine at Textbooks: How Teachers Learn about Archaeology" (Dorothy Schlotthauer Krass); (8) "Including Archaeology in K-12 Teacher Education (Robert H. Brunswig, Jr.); (9) "Brokering Cultures: Archaeologists Reach out to Teachers" (Ruth Osterweis Selig); (10) "From Context to Content: Instructional Media for Precollegiate Audiences (KC Smith); (11) Teaching Archaeology with Educational Technology" (Joelle Clark); (12) Against the Clock: Introducing Archaeology in Time-Limited Situations" (Carol J. Ellick); (13) "Assessing Archaeology Education: Five Guiding Questions" (Nan McNutt); (14) "Teaching Archaeology without the Dig: What's Left?" (Nancy Hawkins); (15) "Simulated Excavations and Critical Thinking Skills" (Beverly A. Chiarulli; Ellen Dailey Bedell; Cecil Leeper Sturdevant); (16) "Digging with Kids: Teaching Students To Touch the Past" (Karolyn Smardz); (17) "Archaeology and Values: Respect and Responsibility for Our Heritage" (Jeanne M. Moe); (18) "Who Paints the Past? Teaching Archaeology in a Multicultural World" (Marjorie Connolly); (19) "Gatekeeping, Housekeeping, Peacekeeping: Goals for Teaching Archaeology in the Public Schools" (K. Anne Pyburn); (20) "Applying the Message to the Medium" (Peter Stone); (21) "Politics, Publicity, and the Public: Urban Archaeology in the Public Eye" (Elizabeth Anderson Comer); (22) Crow Canyon Archaeological Center: Why an Independent, Nonprofit Center Makes Sense" (Stuart Struwer); (23) "Teaching the Past in Museums" (Joanne Lea); (24) "Teaching Archaeologists To Teach Archaeology" (Nancy Marie White); (25) "On Site and Open to the Public: Education at Archaeological Parks" (Mary L. Kwas); (26) "Archaeology Education Programs: A Long-Term Regional Approach" (Bonnie Christensen); (27) "Environmental Education: Perspectives for Archaeology" (Norman R. Frost); and (28) "Retrospective: Personal Thoughts on the Maturation of Archaeological Education" (Martha Williams). (Contains references.) (RJC)

ED 442 711 SO 031 832
Paulston, Roland G.

A Spatial Turn in Comparative Education? Constructing a Social Cartography of Difference.

Pub Date—2000-00-00

Note—60p.; This paper is a chapter in "Discourse Formation in Comparative Education" edited by Jurgen Schriever and published by Peter Lang Publishing in 2000.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Comparative Education, Discourse Analysis, *Heuristics, Higher Education, Scholarship, Social Science Research

Identifiers—Jay (Martin), *Social Mapping

This paper responds to Martin Jay's imaginative proposal to "map...scopic regimes, or visual cultures." The intent in the paper was to demonstrate how such a reflexive "social cartography," or heuristic device might serve to identify and visualize difference within and between disputatious intel-

lectual communities in a way that would open space for all knowledge perspectives discovered and promote a useful visual and verbal dialogue. In pursuit of some provisional answers, 28 illustrative examples of visual culture in comparative education discourse since the early 1960s were chosen, and from visual analysis of these sources, four scopical regimes, or visual subcultures, are identified in the paper. The paper is organized into three sections: (1) "Visual Representations in Modernity" illustrates how the three scopical regimes of modernity [the technical rationalist (TR), the critical rationalist (CR), and the hermeneutical constructivist (HC)] have their own favored rhetoric and forms of expression, as well as utilities and limitations; (2) "The Invention of a Social Cartography?" presents a personal narrative of how the social cartography project at the University of Pittsburgh has sought to elaborate and implement a new social mapping rationale and methodology; and (3) "The Emergence of Social Cartography?" notes some possible implications of the deconstructive perspectivist regime (DP) for current theoretical debates, representational practice, and new opportunities to reposition the field vis-a-vis the human science in the coming millennium. According to the paper, the goal is to suggest something of the utility of heuristic social maps as new ways to both situate and open representational practice. (Contains 58 notes and 29 figures.) (BT)

ED 442 712 SO 031 837

Suleiman, Mahmoud F.

Teaching Social Studies Multiculturally: Implications for Teachers.

Pub Date—2000-03-00

Note—11p.; Portions of this paper were presented at the National Social Science Association Conference (Las Vegas, NV, March 26-28, 2000).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Diversity (Student), Elementary Secondary Education, *Multicultural Education, *Social Studies, Student Empowerment, Teacher Education, *Teacher Role

Identifiers—Implications

The changing demographics in U.S. institutions have contributed to the increasingly multicultural nature of classrooms. Thus, it is imperative that teachers become cultural brokers and social engineers who have the ability to lead and empower their students. The multicultural construct is seen as a conducive rationale to prepare teachers for the diverse democratic classroom. This paper explores these issues as they pertain to the structure of curriculum and instruction in K-12 social studies classrooms. The paper outlines an alternative approach based on democratic principles and values. It provides pedagogical implications for preservice and inservice teachers to enhance their effective professional teaching roles in helping all learners to succeed. The paper lists nine guidelines that should underlie the structure of social studies curriculum and instruction, and based on those guidelines, it lists a second set of nine specific guidelines that can best govern the structure of social studies to ensure student success. (Contains 15 references.) (BT)

ED 442 713 SO 031 870

Wisconsin's Model Academic Standards for Art and Design Education.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—ISBN-1-57337-080-0

Pub Date—2000-02-00

Note—40p.; This document replaces "Wisconsin's Model Academic Standards for Visual Arts."

Available from—Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179; tel: 800-243-8782; Web site: (<http://www.dpi.state.wi.us/pubsales>).

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Art Education, Benchmarking, *Design, Elementary Sec-

ondary Education, *Fine Arts, Interdisciplinary Approach, Learning Processes, Public Schools, *State Standards, Student Educational Objectives

Identifiers—*Wisconsin

This Wisconsin academic standards guide for art and design explains what is meant by academic standards. The guide declares that academic standards specify what students should know and be able to do; what standards might be asked to do to give evidence of standards; how well students must perform; and that content, performance, and proficiency standards are included. The guide also states that standards are benchmarked to the end of grades 4, 8, and 12. The guide notes that students learn to approach art and design from a variety of disciplines because art and design include not only the traditional fine arts but also design arts, media arts, visual learning skills, and the understanding of art and society. It points out that the arts are a result of the unique ability of the modern human mind to make connections among the basic skills in social relations, natural science, technology, and language, and that students learn to integrate knowledge and processes from many subjects to create and understand this more advanced form of human activity known as art. Following the general information part of the guide, the volume is divided into the following sections: Knowing (A. Visual Memory and Knowledge; B. Art and Design History, Citizenship, and Environment); Doing (C. Visual Design and Production; D. Practical Applications); Communicating (E. Visual Communication and Expression; F. Visual Media and Technology); Thinking (G. Art and Design Criticism; H. Visual Thinking); Understanding (I. Personal and Social Development; J. Cultural and Aesthetic Understanding); and Creating (K. Making Connections; L. Visual Imagination and Creativity). Sample proficiency standards conclude the guide. (BT)

ED 442 714 SO 031 871

Suleiman, Mahmoud

Teaching about Arab Americans: What Social Studies Teachers Should Know.

Pub Date—2000-03-00

Note—16p.; Portions of this paper were presented at the Annual Meeting of the National Social Science Association (Las Vegas, NV, March 26-28, 2000).

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Arabs, Cultural Context, Diversity (Student), Elementary Secondary Education, *Ethnic Groups, *Ethnic Stereotypes, Multicultural Education, *North Americans, Social Studies, *Teacher Role

External influences in the universal culture have significantly affected the image of Arab Americans and their children. Although Arab Americans are less visible than other minorities, the anti-Arab perception in the media makes them more visible in a negative way. Based on an ethnographic study investigating the experiences of Arabic-speaking students in U.S. schools, the findings and implications for teaching are presented in this paper. The paper outlines the ways that social conditioning has shaped the evolution of scapegoating, stereotyping and prejudice and how it has affected intercultural relations in U.S. public schools. It examines causes and effects of the "identity crisis" in terms of the negative impact cultural conditioning has on the self-image of the Arabic-speaking child. Finally, the paper focuses on fostering a more positive learning/teaching environment in culturally diverse classrooms, presenting implications for social studies teachers on how to invite mutual trust, develop empathy, reduce prejudice, and empower Arab minority children through the social harmonizing process. It attempts to provide a microsociological account of some important cultural information about Arab speakers that, hopefully, will assist teachers with a point of departure from which to understand their students and their families. An appendix offers a Middle-Eastern awareness record test. (Contains 43 references.) (BT)

ED 442 715

SO 031 872

Hamilton, David Weiner Gaby

Subjects, Not Subjects: Curriculum Pathways, Pedagogies, and Practices in the United Kingdom.

Pub Date—2000-04-00

Note—17p.; Paper presented at the Internationalization of Curriculum Studies Conference (Baton Rouge, LA, April 27-30, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Comparative Education, *Curriculum, *Curriculum Research, *Educational Practices, Elementary Secondary Education, Foreign Countries, *School Effectiveness

Identifiers—*Social Order, *United Kingdom

To follow a curriculum is to be inducted into a social order. From this perspective, curriculum practice has the intention to foster social identities. The visible curriculum and the hidden curriculum are rendered as inseparable. This paper discusses curriculum research in the United Kingdom, adopting the framework sketched above. The paper pays attention to the pre-figurative relationship that exists between curriculum and social structure. It assumes that courses of schooling foreshadow specific forms of social order, and, in turn, it recognizes that curriculum change has a functional relationship to changes in the social order. It also recognizes, however, that this functional relationship is problematic: curricula, like schooling, may work to maintain the social order, or they may operate to change the social order. But, the paper asks, "What is the social order and how does it operate at local, regional, national, European and global levels?" To explore these questions, the paper focuses on four areas of curriculum and practice: (1) the association of curriculum with social order; (2) the growth of curriculum federalism in the United Kingdom under the shadow of the fragile hegemony of the super-national state; (3) the advancement of new pedagogic identities as a means of injecting social justice into curriculum practice; and (4) the centralist promulgation of a school effectiveness ideology/discourse as a technology of professional and pedagogic differentiation. (Contains 43 references.) (BT)

ED 442 716 SO 031 873

Johnson, Ruth S.

Whole School Inquiry That Promotes Equitable Student Outcomes.

Pub Date—2000-04-27

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Accountability, *Educational Change, *Educational Practices, Elementary Secondary Education, *Equal Education, *Outcomes of Education, School Effectiveness, Student Educational Objectives

Identifiers—Paradigm Shifts

The present era is one of accountability, high-stakes standardized testing, and standards-based reform. However, there is a relative absence of meaningful discussion of how to achieve equitable outcomes that do not unfairly penalize the most under-served students. This paper challenges the perpetuation of reform practices that do not measure their effectiveness on equitable student outcomes. The paper proposes a paradigm shift that embraces the need to change cultures and to challenge assumptions and belief systems that block or abort efforts of meaningful reform; a paradigm shift whereby schools are held accountable for how well they educate "all" students in an equitable fashion. Schools and communities must engage in inquiries that reveal institutional practices that contribute to low performance and they must gather data to measure "distribution of learning opportunities." The paper contends that they must then have the will and be bold enough to take the steps and risks to make the necessary fundamental changes in schools and districts. Educators must embrace data as part of

their reform strategy, questions must be posed, and data must be gathered and analyzed to assess how well schools and districts confront and address equity issues. The paper discusses the notion of whole school inquiry as a part of school reform, and describes an example of the researcher's personal experiences in facilitating school and district inquiries that are focused on equitable student outcomes and some "lessons learned." (Contains 19 references.) (BT)

ED 442 717 SO 031 874

Ramey, Madeline

Reducing the White-Nonwhite Achievement Gap.

Pub Date—2000-04-00

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Black Students, Correlation, Educational Research, Grade 4, Intermediate Grades, Public Schools, Test Validity, *White Students

Identifiers—Dependent Variables, Seattle Public Schools WA

It is well documented that there continues to be a gap between white and nonwhite student achievement. A study develops and tests a measure of white-nonwhite achievement gap reduction. The ultimate purpose is to use the measure as the dependent variable in a qualitative study of what works in reducing the gap. The strategy used in addressing this purpose is to propose a measure of gap reduction, examine its properties, use it to identify classrooms that appear successful in reducing the gap, and to study these classrooms in an attempt to identify key characteristics. Data were supplied by the Seattle School District (Washington); their 1999-2000 enrollment was approximately 47,000 students, of which 23% identified themselves as black. The study focused on students who were in the fourth grade in 1998-1999. The measure of gap reduction appears adequate to the task of identifying classrooms that narrow the test score gap between children of color and white children. That part of the variance in the measure that is attributable to classrooms is considerable. Gap reduction depends mostly on classroom factors, as distinct from characteristics of the student. Moreover, the composite classroom gap reduction index correlates highly with a measure of overall classroom achievement growth. Correlation size suggests that success in reducing the gap tends to occur with success in increasing achievement overall, but the two do not always coincide. This has implications for the continuation of the study, which will use a control group of classrooms with high overall achievement gains and not so high gap reduction indices. The plan is to add student mobility rate to the set of classroom context variables as soon as it is available. Stability of the gap reduction measure over time needs to be determined. (Contains 20 references.) (BT)

ED 442 718 SO 031 875

Goodson, Ivor F.

Developing Chains of Change.

Pub Date—2000-04-00

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Change Agents, Change Strategies, *Educational Change, Educational History, Elementary Secondary Education, Models

Identifiers—Change Analysis

This paper defines a number of different segments in educational change processes: the internal, the external, and the personal. As a form of introduction, the paper reviews the patterns of educational coalition in the second half of the 20th century. For conceptualizing curriculum change in

the 1970s, a model is developed that scrutinized the "internal affairs" of change and set this against the "external relations" of change. For instance, in looking at the subject-centered curriculum in secondary schools, the paper argues that school subjects passed through four stages as new changes were initiated: (1) invention or change formulation; (2) promotion or change implementation; (3) legislation or change policy establishment; and (4) mythologization or permanent change. Until the 1970s, change theory focused mostly upon the internally generated changes formulated and promoted by educator groups. Given the changing patterns of globalization and control that have intensified since 1989, the paper revisits this assumption and analyzes what patterns of educational change now prevail. And given the "changing conditions of change," a reformulated change model emerges in the paper in the following tentative form: change formulation; change promotion; change legislation; and change establishment. The paper contends that change models are required that systematically seek to integrate internal, external, and personal sectors in new "chains of change." It then tentatively defines such a model of change. (Contains 13 references.) (BT)

ED 442 719 SO 031 876

Puxton, Richard J.

The Effects of a Visible Author on High School Students Solving Historical Problems.

Pub Date—2000-04-00

Note—76p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Discourse Analysis, *High School Students, High Schools, Historiography, History Textbooks, Prior Learning, *Problem Solving, Protocol Analysis, *Reader Text Relationship, Social Studies, *World History

Identifiers—Anonymous Attribution, *Narrative Text, *Voice (Rhetoric), Writing Contexts

A study explored the way various levels of narrative voice in historical texts influence high school students as they carry out a common historical problem-solving task. Participants, 30 students in a suburban Seattle (Washington) high school, wrote a historical essay after reading an introductory text excerpt and six historical documents. Half of the students began the task by reading an excerpt from a popular high school world history textbook with an anonymous author writing in the third person and revealing little about personal opinions, perspectives, or information about historical epistemology. The other half began by reading a text that had the same primary historical information but featured a visible author who wrote in the first person and revealing beliefs, perspectives and information regarding historical epistemology. A pretest gauged students' prior knowledge of Caesar and his assassination, and six were selected to think-aloud through the entire task. All participants used a packet of historical documents examining Caesar's murder. The introductory text that framed the task was different for each group, while the problem-solving task was identical. For the majority of those in the anonymous author group, it appears the discourse schema brought to bear on this task was a straightforward "school writing" mode of communication. Essays produced by the visible author group were about 25% longer than those of the other group. In summing up think-aloud statements, it became clear that participants in the visible author group were far more likely to establish relationships with text authors, hold mental conversations with and about them, and give more thought to the primary historical information embedded in those texts. Appended are text excerpts, historical documents, and scoring rubrics. (Contains 9 tables and a 51-item bibliography.) (BT)

ED 442 720

Morrell, Ernest

Curriculum and Popular Culture: Building Bridges and Making Waves.

Pub Date—2000-04-00

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Alienation, Classroom Research, *Curriculum Development, High School Students, High Schools, Instructional Effectiveness, *Popular Culture, Social Studies, *Student Needs, Teacher Researchers, *Urban Schools

Identifiers—*Critical Literacy, Critical Pedagogy, *Literary Canon, Youth Culture

This paper explores the potential of incorporating elements of popular culture such as music, film, and court trials as a bridge to help students traditionally alienated by the canonical texts they confront in the "standard" curriculum to conquer and gain a critical understanding of those texts. Sometimes complex, canonical texts can be intimidating and alienating to certain students, especially those with limited exposure to these texts. Those same students exhibit the critical and analytical skills that would serve them well in-class around elements of popular culture. Several units were designed for an urban high school population that combined a major film or genre of popular music with a canonical text of similar themes. The first unit analyzed for the project begins with "The Godfather Trilogy" and incorporates Homer's "Odyssey", while the second unit joins Richard Wright's "Native Son" with the film "A Time To Kill." The paper hopes to call attention to the need for more teacher-conducted classroom research and also to encourage creative approaches to instruction that emanate from the worlds and perceptions of the students and are based on a sound theoretical framework. (Contains 11 references.) (BT)

ED 442 721

Black, Mary S.

Old and Older: Curriculum Standards for History and Archeology.

Pub Date—2000-04-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Archaeology, Comparative Analysis, *Educational Objectives, Elementary Secondary Education, Higher Education, *History, *National Standards, Social Studies

Identifiers—*National History Standards

This paper examines the standards and principles recently proposed for teaching both history and archeology. By comparing the goals each discipline has set for good teaching, areas of difference and commonality can be discerned and questions concerning historical thinking and what may be called "archeological" thinking can then be formulated, thus leading to greater understanding not only of subject disciplines, but also of the cognitive functions students must practice to solve problems about the relationship of past and present. Curriculum standards for history and principles for curriculum reform for archeology recently have been promulgated to give greater focus to teaching in these disciplines; both sets of guidelines recommend training in basic research skills (analysis, evaluation, presentation of data), and neither set implies any discrete topics that must be taught. The curriculum standards for history in K-12 as proposed by the National Center for History in the Schools (1996) are focused on important skills for finding meaning in historical materials. These standards are presented as "historical thinking"; that is, the ability to put past events into context and engage in inquiry with the evidence. Guiding principles for

the archeology curriculum at the undergraduate level recently have been proposed by the Society for American Archeology. However, no guidelines have been provided for teaching about archeology in K-12 schools. (Contains 2 tables [the guidelines] and 13 references.) (BT)

ED 442 722 SO 031 879

Woysner, Christine

Black Parent-Teacher Associations and the Origins of the National Congress of Colored Parents and Teachers, 1896-1926.

Pub Date—2000-04-00

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Historical Materials (060) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Culture, *Black Education, *Black History, *Black Organizations, *Cultural Differences, *Educational History, Elementary Secondary Education, Females, Racial Attitudes, School Community Relationship
Identifiers—*African Americans, *Organizational History

In her address to the National Congress of Mothers' first meeting in 1897, writer, clubwoman, and abolitionist Frances Watkins Harper appealed to the elite white organizers to support black education. The Congress of Mothers (later the Parent Teachers Association or PTA) became a national organization overnight and by 1930 had nearly one million members. Black women who were interested in education, social reform, and self help founded clubs since the early national period. In the late 19th century these clubs coalesced to form the National Association of Colored Women (NACW). This paper focuses on the history of African Americans' educational efforts through mothers' clubs and parent-teacher groups in the U.S. South from the late 1890s, when the NACW and PTA were founded, to the organization of the National Congress of Colored Parents and Teachers (NCCPT) in the late 1920s. The paper examines efforts undertaken in the segregated schools of the South and reveals how black parent-teacher groups and women's clubs supported education and worked with national associations to secure educational goals. It argues that black PTAs, unlike their white counterparts, were central to the establishment of a school system for African Americans in the South and were unified by a political agenda to promote integrated schools and interracial cooperation. The paper notes that parent-teacher groups in black and white schools had different attitudes in black schools. No distinction was made between parents and teachers. The focus was on the work to be done, while in white schools the focus was on cooperation between constituencies. (Contains a table and 106 notes.) (BT)

ED 442 723 SO 031 880

King, Edith W.

Looking into the Lives of Children for Inspirational Peace-Building.

Pub Date—2000-04-24

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Child Labor, *Children, *Children's Rights, Foreign Countries, *Global Approach, *Peace, *Social Change, Violence, War

Identifiers—Boulding (Elise), Brazil, *Childhood Experiences, Global Issues, Kuwait, *Peace Education

This paper considers strategies that have been put into place for peace education around the world. The paper discusses the street children of Brazil who are being rescued from violence by individuals following the philosophy of Paulo Freire. The paper examines the impact of the Iraqi invasion on children and families in Kuwait. It concludes by recommending the works of Professor Elise Boulding,

especially her book, "Children's Rights and the Wheel of Life" (1979), an important contribution to family and child studies. (BT)

ED 442 724 SO 031 881

Conway, Colleen

The Case Method and Teacher Education in the Arts.

Pub Date—2000-04-28

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Case Method (Teaching Technique), Cooperative Learning, Experiential Learning, Higher Education, Knowledge Base for Teaching, Literature Reviews, *Methods Courses, *Music Education, *Music Teachers, Preservice Teacher Education, Undergraduate Study

Identifiers—Reflective Practice

Although it is not yet common practice, case studies are beginning to be used in undergraduate music methods classes. One fruitful approach is the use of case studies as a means of nurturing reflective practice through cooperative learning activities. This paper describes and presents support for the case method of instruction through a review of the music education and educational research and scholarship relating to the case method in teacher education. The paper points out that several music educators have developed casebooks for use in music education methods courses and that several educational researchers have designed research studies to examine and document the outcomes of the case method. It also notes that for music education researchers to engage in case development research projects, these projects will need to be recognized as scholarly contributions, particularly regarding tenure and promotion. The paper suggests that formation of a "Case Method in Music Education" Special Research Group as a branch of the Society for Research in Music Education may provide a forum for discussion of the case method in music, the development of music education case literature, and the dissemination of research results regarding the case method. It cites several centers for case method research and development in teacher education. The paper suggests that case study research which looks in depth at one music class setting or one music teacher may add to the knowledge base for successful music teaching; research is also needed in the area of implementation and effect of the use of the case method in music education methods courses. (Contains 61 references.) (BT)

ED 442 725 SO 031 882

Osawa, Masato

A Comparative Study of Contemporary Japan in Japanese and U.S. World History Textbooks.

Pub Date—1999-04-19

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Content Analysis, Elementary Secondary Education, Foreign Countries, *Modern History, *Textbook Content, Textbook Research, *World History, World War II

Identifiers—*Japan, *United States

In both Japan and the United States textbooks are regarded as one of the primary tools for classroom instruction. The curricula for elementary and secondary education is the responsibility of each of the 50 states in the United States. In Japan, the Ministry of Education determines the course of study, and curriculum for elementary and secondary schools is based on the regulations of the School Education Law. A study investigated and compared the treatment of contemporary Japan with a special focus on

politics after World War II in world history textbooks widely used in Japan and the United States. Five best-selling world history textbooks in Japan were selected for examination, as were five U.S. textbooks currently approved for use in Georgia schools. Differences were found between Japanese and U.S. senior high world history textbooks including the length of references to post-war Japan and the total number of nouns and proper nouns from the two categories, "People" and "Years." Differences occurred also in the length of passages and content. For example, Japanese textbooks stressed Japan's foreign relations with the United States and China after World War II and anti-nuclear weapons movements, while U.S. textbooks devoted more space to the U.S. role and policies in Japan during U.S. occupation from 1945 to 1951. References to contemporary Japan in Japanese textbooks were much briefer than in U.S. textbooks. Findings gave rise to five general recommendations, four recommendations for Japanese textbooks, and four recommendations for U.S. textbooks. (Contains 6 tables and 65 references.) (BT)

ED 442 726 SO 031 883

Johnson, Andy

Sociophysics Norms in an Innovative Physics Learning Environment.

Pub Date—2000-04-28

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Research, Communication Research, *Concept Formation, Elementary Education, Higher Education, Instructional Innovation, *Interpersonal Relationship, *Physics, Social Studies, Teacher Education

Identifiers—Learning Environment

Successful course reforms rely on the development of courses that support productive patterns of classroom interaction. Particularly in the case of inquiry-based classes, the ways that students talk to each other and how they interpret the instructor's actions can make great differences in their learning. This paper describes results of research on patterns of social interactions in a college physics course for prospective elementary teachers. Students in this course developed physics concepts for themselves with support from particular pedagogical structures, collaborative group work, and special computer software. Data consisted of videotapes of class work, interviews, and collections of students' work. The paper extends Yackel and Cobb's "sociomathematical" norms (1996) to the fields of physics, and introduces two "sociophysics norms" that emerged in the course. These were class criteria for accepting evidence and the obligation for each group to have a scientific model of magnetic materials that they could support with acceptable evidence. Implications of this study are that classroom norms seem to be influenced by the instructor, by pedagogical structures, and by students' actions, and that the development of norms seems to be part of the process of developing understanding. (Contains 4 figures and 11 references.) (Author/BT)

ED 442 727 SO 031 885

Amoo-Adare, Epifania

Making Sense of Women of African Descent's Place in the Politics of (Urban) Space through the Vehicle of Popular Education.

Pub Date—2000-04-00

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Blacks, *Built Environment, *Chaos Theory, Creative Writing, Data Collection, Doctoral Dissertations, *Females, *Feminism, Popular Education, *Research Methodology,

Social Science Research, *Urban Environment, Workshops

This paper is a brief account and argument for using Built Environment Education Workshops (BEEWs) as a data collection method. The research is based on women of African descent and the connections among their social practices, the spaces that generate them and are generated by them, and the language they use to mediate and/or negotiate those spaces. Feminist popular education models and other relevant feminist perspectives are used to design the BEEWs. The paper notes that the research process and product are "real" and "imagined" effects of chaos theory. Chaos theory has been and will continue to be used as both metaphor and process to capture the dynamic amorphous layered reality of the city's postmodern, geohistoric condition, the "place" of women of African descent within it, the role that building industry professionals play in defining the spaces in which these women live, the empowering possibilities of utilizing popular education to enable critical understanding of spatial politics, the varied critical theoretical frameworks used to illuminate and define the phenomenon, the foregrounding of a peculiar standpoint within this research agenda, the methods used to develop this standpoint and to gather research data, and lastly, the actual way that the final dissertation results will be presented. The paper us

Jordan's poetry to move the reader through the academic discourse. This use of both creative writing and academic discourse is an example of the layering effects of chaos theory, in which similar themes can be read in both texts. (Contains 14 notes and 48 references. Appendixes include a BEEW summary and motivational images.) (Author/BT)

ED 442 728

SO 031 893

Carlin, Erin Kennedy, Colleen M.

The Ulster Project Curriculum Guidebook.

Pub Date—2000-06-26

Note—57p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Citizenship Education, *Cultural Context, Curriculum Enrichment, Foreign Countries, *Intercultural Communication, *Leadership, *Social Problems, Social Studies, *Thematic Approach

Identifiers—*Northern Ireland

Northern Ireland has many societal needs requiring attention. The Ulster Project seeks to identify and address those needs while encouraging social progress directed toward maintaining positive social relationships among Northern Ireland's religious and cultural groups. By emphasizing counselor leadership within the framework of a critical curriculum, the Ulster Project hopes to provide Northern Ireland's youth with a sufficient social foundation to build and organize a more harmonious belief system that empowers the youth to make the move towards a lasting peace. This curriculum guidebook is intended to supplement the Ulster Project Curriculum by answering previously unanswered questions and offering additional suggestions for practice. The guidebook provides in-depth background information about the Ulster Project, its curriculum goals, its breakthrough objectives, leadership clarification, and how to understand the counselor's role as curriculum leader. It is divided into the following chapters: (1) "What Does This Look Like in Practice?"; (2) "Breakthrough Themes" (communication; leadership and risk taking; conflict deliberation; understanding social practice discourse; and interdependence and collaboration); (3) "Some Additional Things To Consider"; and (4) "A Final Thought." Each of the five themes in the guidebook has introductory activities, an activity framework, and suggestions to guide the participants' dialogue. (Contains 31 references.) (BT)

ED 442 729

SO 031 894

Baker, Barbara S.

A Comparison of a Traditional Music Teaching Method with Music Ace.

Pub Date—2000-04-00

Note—46p.; M.A. Research Project, Johnson Bi-

ble College.

Pub Type—Dissertations/Theses - Masters Theses

(042) — Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Classroom Research, Classroom Techniques, Comparative Analysis, *Computer Software, Educational Research, Grade 2, *High Risk Students, Inner City, *Music Activities, *Music Education, Primary Education

Identifiers—Knox County Schools TN, *Music Notation, Music Technology, *Pitch (Music)

Elementary schools in Knox County, Tennessee employ music specialists who spend about one hour weekly instructing individual elementary classes in music. Students in those classes receive about 64 music lessons per school year. The music curriculum in Knox County includes the six major elements of music: melody, harmony, rhythm, style, expressive qualities, and form. Sequentially taught lessons using computers and music software as teaching tools should help the teacher cover all elements of music. Students have the opportunity to use their senses with multi-media software. A project was implemented with 30 second-grade students, randomly chosen from an inner city, at-risk Title I school and then randomly placed within one of two groups. "Music Ace" software was used as a teaching tool to introduce beginning music notation to the treatment group. Additionally, the treatment group also learned to interpret that notation into pitch identification through singing specific pitches with the aid of "Music Ace." A combination of Kodaly, Orff, and Dalcroze methods were used to teach the second group, the traditional group, the same beginning music notation and interpretation of notation into pitch identification. Eight lessons were taught to each group and then a posttest was given to individual students; individual posttest scores were compiled resulting in a group score. Each group's scores were compared by t-test and found to show no statistical difference in significance. (Contains a table, 2 figures, a 21-item bibliography, and 5 Web resources.) (Author/BT)

ED 442 730

SO 031 896

China: Tradition and Transformation. Curriculum Projects. Fulbright-Hays Summer Seminars Abroad Program 1996 (China).

National Committee on United States-China Relations, New York, NY.

Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—1996-00-00

Note—732p.

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price — MF04/PC30 Plus Postage.

Descriptors—Area Studies, *Chinese Culture, *Cultural Context, Elementary Secondary Education, Foreign Countries, Global Approach, Social Studies, Study Abroad

Identifiers—*China, Chinese Art, Chinese Literature, Fulbright Hays Seminars Abroad Program

These projects were completed by participants in the Fulbright-Hays summer seminar in China in 1996. The participants represented various regions of the U.S. and different grade levels and subject areas. The 15 curriculum projects in the collection are: (1) "Slide Narrative" (Debra Alexander); (2) "Peking Opera Painted Faces" (Kathleen Caruana); (3) "A Comparison of General Psychology Curricula between the United States and the People's Republic of China: A Content Analysis" (Wen-yen Chen); (4) "China Project: Greetings Researcher!" (Bob Coleman); (5) "The Dragon Roars" (Lamont C. Colucci); (6) "A Journey in Search of History" (Manfred Cripe); (7) "A Comparison of Educational Systems: United States, China, Japan" (Annette Drey); (8) "The Chinese Legal System: A Unit in Comparative Government" (Adrienne L. Green); (9) "Scaling the Wall: Visions and Revisions of China and Ourselves" (Diane S. Isaacs); (10) "The Floating Population: Challenges Confronting the People's Republic of China" (C. Norfleet Jeffries); (11) "The Search for China's Eternal and Elusive Tao: Past & Present" (Katherine Mervis); (12) "Foreign Policy with Chinese Characteristics: Course Outline for Seven-Week Module on Chinese Foreign Policy" (Erik Pratt); (13) "A Unit Studying

Chinese Arts, Literature, and Cultural History for an Eastern World Literature Class" (Mary Beaman Risch); (14) "Chinese Culture and Civilization" (Richard S. Stewart); and (15) "Including Asian Women Poets in the Teaching of History" (Steven C. Teel) (LB)

ED 442 731

SO 031 897

China: Tradition and Transformation. Curriculum Projects. Fulbright-Hays Summer Seminar Abroad Program 1997 (China).

National Committee on United States-China Relations, New York, NY.

Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—1997-00-00

Note—805p.

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price — MF05/PC33 Plus Postage.

Descriptors—Area Studies, *Chinese Culture, *Cultural Context, Elementary Secondary Education, Foreign Countries, Global Approach, Social Studies, Study Abroad

Identifiers—*China, Chinese Art, Chinese Literature, Fulbright Hays Seminars Abroad Program

These projects were completed by participants in the Fulbright-Hays summer seminar in China in 1997. The participants represented various regions of the U.S. and different grade levels and subject areas. The 15 curriculum projects in the collection are: (1) "China's One-Child Policy" (Michael Borrowman); (2) "China Chooses a Simulation" (Richard Celio); (3) "Women of China: Past, Present, Future" (Kathleen E. Dillon); (4) "The Cultural Revolution: An Introduction Unit for the Study of Contemporary China" (Dennis J. Ferry); (5) "China: Tradition and Transformation" (Claudette Butler Hatfield); (6) "China Approaching the 21st Century" (Sherry Henderson); (7) "A Multisensory Introduction to Modern China" (Anne Jellison); (8) "China Resource Based Unit of Study for Intermediate Ages" and "Chinese New Year" (Francis Johnson); (9) "The Dragon in China" (Sheila Karan); (10) "From Many into One—Chinese Religion" (Karin Kopciak); (11) "A Travel through Time in China" (Eileen Lang); (12) "China Curriculum Project—District Mentorship" (Anita Linn); (13) "China's 'Guanxi' Capitalism: Lessons on Chinese Business Ethics of the 90's" (Mary A. Price); (14) "The U.S. and Human Rights in China: A Simulation" (Elisabeth Sperling); and (15) "Why Transition in Contemporary China?" (Pam Vaughn) (LB)

ED 442 732

SO 031 904

Teaching about Modern Germany: Instructional Materials for the Social Studies Classroom. Correlation Charts Indicating Content and Skills Addressed by Each Lesson.

Goethe House, New York, NY.

Pub Date—1999-00-00

Note—73p.; For corresponding curriculum documents, see ED 437 337, ED 426 043, ED 412 152, ED 412 150, ED 396 972, and ED 426 045.

Available from—Goethe House New York, German Cultural Center, 1014 Fifth Ave., New York, NY 10038. Tel: 212-439-8700.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Area Studies, *Economics, *European History, Foreign Countries, Secondary Education, Social Studies

Identifiers—European Union, *Germany

This instructional booklet for the social studies classroom is a companion to a series about modern day Germany. The materials describe the documents in the series and present correlation charts for content and skills: (1) "A Kid Like Me across the Sea"; (2) "Communities and Regions"; (3) "Overview of Germany"; (4) "Germany in Europe"; (5) "Geography of Germany"; and (6) "Cultural Reflections." Content areas include geography, culture, communities, and symbols. Skill areas include map reading and construction; charts, graphs, time lines, diagrams; photograph analysis; language skills; and problem solving and research. (LB)

ED 442 733

SO 031 905

Whiteside, Kathy

Building Geography Skills and Community Understanding with Constructivist Teaching Methods.

Pub Date—2000-05-00

Note—117p.; Masters of Arts Action Research Project, St. Xavier.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Education, Constructivism (Learning), Cooperative Learning, *Geography, Grade 2, Map Skills, Multiple Intelligences, Primary Education, Public Schools, Rural Education, *Social Studies

This report describes a program designed to enhance social studies skills and knowledge. The target areas for enhancement are geography skills and community understanding. The targeted population is a second grade class in a rural Midwestern setting. The need for strengthening these skills was documented by observation, checklists, surveys, and pre- and post-tests. An analysis of the probable cause for lack of geography skills revealed that students do not have good definitions of geography and community or why they are important. Many thought they liked maps, but did not have a grasp of their purpose. The literature reviewed indicated that young children are not cognitively able to grasp some concepts set forth in geography. A review of the solution strategies proposed by the research found in pertinent literature and combined with an analysis of the problem in the given setting identified several strategies for remediation. Constructivist learning methods, cooperative learning groups, and multiple intelligences were the main focus of the interventions chosen to help the students in this second grade class. Post-intervention data upheld the premise that these strategies would serve to raise the students' skills and understanding in the areas of geography and community. Following the intervention, they not only liked maps, but they also understood and used them well with the knowledge that all people in community situations share the common need to understand and be informed about their world. (Author/LB)

ED 442 734

SO 031 924

McGonigle, Julie

Improving Integrating Education in Northern Ireland: Teachers' Experiences of the Process of "Transformation."

Pub Date—2000-04-00

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Catholics, Educational Practices, Educational Research, Foreign Countries, *Interfaith Relations, *Protestants, Qualitative Research, *Religious Conflict, Religious Discrimination, Statistical Analysis, Teacher Attitudes

Identifiers—*Northern Ireland

"Transformation" is a process whereby an existing, controlled (predominantly Protestant) or maintained (predominantly Catholic) school can "transform" to Grant Maintained Integrated or Controlled Integrated status (a school where Protestants and Catholics are educated together). Since 1996, this process has been promoted by the Department of Education in Northern Ireland (DENI) as the "preferred" route to integration (preferred over setting up new "integrated" schools). However, until this point there has been virtually no systematic research evidence that investigates the process in practice. This paper discusses research that "mapped" the process of "transformation" in six of the twelve transforming schools in Northern Ireland. Using both quantitative and qualitative data, the study describes how teachers in "transforming" schools feel about the process of "transformation." The study also discusses the factors that primarily influence these feelings. Finally, the paper examines at the implications of this research evidence for

the way in which both teachers and principals are trained to implement the "transformation" process in schools in Northern Ireland. (Contains 4 figures and a 19-item bibliography. Appendixes contain a school aggregate profile matrix and a network diagram.) (Author/BT)

ED 442 735

SO 031 925

Tirri, Kirsii

Finland Olympiad Studies: What Factors Contribute to the Development of Academic Talent in Finland?

Pub Date—2000-04-00

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, Comparative Education, Educational Research, Foreign Countries, *Parent Attitudes, Secondary Education, Socioeconomic Influences, *Student Attitudes, *Student Development, Student Surveys

Identifiers—Academic Olympiad, *Finland, Parent Surveys

This paper reports findings from a study of Finnish academic Olympians of different ages who participated in Olympiad Studies in mathematics, physics, or chemistry during the years 1965-1997. The study focused special interest on the influences of home and school in contributing to the development of academic talent. The results of the Finnish study are compared to an earlier U.S. study using the same instruments. The Finnish Olympians were mailed a 14-page questionnaire and the self-confidence attitude attribute scales; their parents received a shorter version of the same questionnaire and the inventory of parental influence. Data included 150 males and 7 females. More than half of the Olympians were first-born children; parents had either a very high educational level or a very low educational level; and parents had good incomes. Olympians and their parents were asked to rate the importance of family/school influences in development of academic talent, and parents rated these influences as more important than did the Olympians. Finnish Olympians emphasized their own interests and efforts as key factors to their talent development, as well as good teachers. They noted few hindrances to their talent development. More than half expressed the view that they would not have accomplished as much without the Olympiad program. Data are going to be compared with similar data from the United States, Germany, and Taiwan. (Contains 21 figures, 7 tables, and 11 references.) (BT)

ED 442 736

SO 031 926

Gathercoal, Paul

Conducting Democratic Class Meetings. School Violence and Conflict Programs, Paper Presentation.

Pub Date—2000-04-00

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Action Research, Citizenship, *Citizenship Education, *Classroom Environment, *Classroom Techniques, *Democracy, Elementary Education, *Meetings, Middle Schools, Models, *Moral Development, Questionnaires, Student Development, Student Participation, Student Surveys

Identifiers—Minnesota (Southwest)

Students need democratic models operating in their daily lives and opportunities to exercise their democratic rights and responsibilities. From 1995-1997 an action research project studied the effect "Judicious Discipline," a democratic citizenship model for school and classroom management, had

on students, educators, and parents. "Judicious Discipline" is the only model for school/classroom management that is based on principles of democracy and operates at the principled level of moral development. Students and educators in two southwest Minnesota schools, an elementary school with 425 students, and a middle school with 300 students participated in the project. Quantitative data were collected through a questionnaire administered to all students in both schools at three separate times throughout the 1995-96 school year. Instruction was by the school principal, counselors, and other resource staff. The importance of conducting democratic class meetings emerged from the action research project findings. A different questionnaire was used to determine stages of social development at which students in various home rooms operated. Two teachers in the middle school conducted democratic class meetings and 10 teachers did not. A comparison of survey results indicated that the two teachers who conducted democratic class meetings generated a class climate that was more aligned with autonomous social development than did the 10 teachers with no meetings. Democratic class meetings have certain key elements that the model calls for, such as determining who can call a meeting, setting ground rules, having the teacher lead the meetings, writing down goals, and not coercing student participation. (Contains 3 tables and 15 references.) (BT)

ED 442 737

SO 031 927

Osborn, Marilyn

National Context, Educational Goals and Student Experience of Schooling and Learning: A Comparative Study in England, France, and Denmark.

Spons Agency—Economic and Social Research Council, Lancaster (England).

Pub Date—2000-04-00

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Comparative Education, *Educational Objectives, Educational Research, Elementary Secondary Education, Foreign Countries, *Student Attitudes, *Student Experience

Identifiers—Denmark, England, France

This paper reports on selected findings of a major research project (ENCOMPASS) that examines the relationship between national educational values as these are mediated by the school context, teacher beliefs, and classroom processes, and eventually translated into pupil perspectives on learning and schooling. The theoretical rationale for such research is presented and findings are drawn from questionnaires to 1,800 students in England, France, and Denmark, and from individual and group interviews with a smaller sample of students in each country. The paper draws upon a socio-cultural perspective that emphasizes the context in which learning occurs. Student perspectives on the purpose of schooling and learning and on the teaching they receive are examined, and the "constants" and "contexts" of student experience in the three countries are discussed. (Contains 8 figures, 6 tables, and a 37-item bibliography.) (Author/BT)

ED 442 738

SO 031 928

Butler, Susan McAleenan

Quality Problem-Based Learning Experiences for Students: Design Deliberations among Teachers from Diverse Disciplines.

Pub Date—2000-04-00

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Constructivism (Learning), *Curriculum Design, *Curriculum Development, Educational Research, Graduate Study, Higher

Education, *Problem Based Learning, Qualitative Research, *Scoring Rubrics, Teacher Education

Identifiers—Dialectical Reasoning

This qualitative study, investigating the claims, concerns, and issues arising within the design stages of problem-based learning (PBL) curriculum units, was conducted during two masters-level classes during the summer of 1999. A hermeneutic dialectic discourse among veteran teachers (who were novice PBL curriculum designers) was facilitated by the instructor of the course. The 17 participating teachers evinced an interest in implementing problem-based learning but indicated a desire for support during construction of the actual units. The study was undertaken to uncover impediments to quality in the PBL curriculum design process. Findings from the study data include the "quality" criteria incorporated into the rubrics for evaluating each design product (the meet the problem document, a curriculum alignment description, a sample know/need to know board, a sample problem statement, an anticipated problem map, a list of coaching questions, a resource list, a comparison of alternative solutions, a capstone performance description, an assessment instrument for the capstone performance, and a debriefing instrument) and the final Critiquing Guide designed by the stakeholders. Other conclusions within the study include such teacher perceptions as: confidence that teachers who had no previous training in PBL could create quality curriculum units; several design products had overlapping quality criteria; students in the class gained knowledge of rubric design; and these students were able to articulate reasons for implementing rubric design in their own classrooms. (Contains 11 references. Appended are rubrics and the Critiquing Guide.) (BT)

ED 442 739 SO 032 052
Shiroma, Deanne

Using Primary Sources on the Internet To Teach and Learn History. ERIC Digest. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN. Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-2000-5

Pub Date—2000-07-00

Contract—ED-99-CO-0016

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408; Tel: 800-266-3815.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Active Learning, Elementary Secondary Education, *History, *History Instruction, *Internet, *Primary Sources, Social Studies, World Wide Web

Identifiers—*ERIC Digests

The Internet enables teachers to enhance the teaching and learning of history through quick and extensive access to primary sources. Introducing and using primary sources in the history classroom will almost certainly lead to active learning and development of critical thinking, reasoning, and problem solving. This Digest discusses: (1) types and uses of primary sources; (2) using the Internet to obtain primary sources; and (3) exemplary World Wide Web sites providing primary sources. Primary sources are not limited to printed documents such as letters, newspapers, diaries, and poems. Artifacts (art, pottery, articles of clothing, tools, and food), places (ecosystems, dwellings, and other buildings and structures), sounds (music, stories, and folklore), and images (paintings, photographs, and videos/movies) can also be considered primary sources. Introducing and using primary sources in the history classroom leads to active learning and to the development of critical thinking and enhancement of the learning process by allowing students to construct their own understandings of people, events, and ideas. Precautionary measures to maintain safe learning environments when using online primary sources are given. Examples of user friendly and efficient search engine Web sites also

are given. A few of the primary source sites offered include the American Memory Historical Collections for the National Digital Library (maintained by the Library of Congress), the National Security Archive (founded in 1985 by a group of journalists and scholars that had obtained documentation from the U.S. government under the Freedom of Information Act), and the National Park Service (features over 2,300 National Historic Landmarks. Many other primary source Web sites are offered. (Contains 10 references.) (LB)

SP

ED 442 740 SP 039 262

Hoban, Garry

Integrating a Reflective Framework within Web-Based Templates for Student and Teacher Self-Study.

Pub Date—2000-04-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Collegiality, *Computer Uses in Education, Elementary Education, Foreign Countries, Higher Education, Interpersonal Relationship, Metaphors, Peer Influence, Preservice Teacher Education, Preservice Teachers, *Reflective Teaching, Teacher Educators, *World Wide Web

Identifiers—*Reflective Thinking, Web Site Design, Web Sites

This paper explains how a World Wide Web site was designed to assist preservice teacher education students in reflecting upon their learning and to assist a teacher educator to reflect upon his teaching in university classes. The students reflected on their learning experiences in university classes using a three-phase reflective framework: (1) analysis; (2) synthesis; and (3) theorizing. In the last phase, the students developed a metaphor to represent an optimum classroom learning environment. The Web site was designed using a FileMaker Pro database with a template for each influence on learning (personal, teaching, peer, and situational) to assist students in managing, sharing, and theorizing about their reflections. Students claimed that the Web site supported their reflections and the metaphor helped them to conceptualize the dynamics of classroom relationships, which also provided ongoing data for teacher reflection. (Contains 17 references.) (Author/SM)

ED 442 741 SP 039 263

Carreiro, A. Keith

An Opportunity To Reconceptualize Teacher Preparation Programs by Infusing a Liberal Arts and Educational Foundations Strand into the Core Curriculum.

Pub Date—1999-03-00

Note—50p.; Paper presented at the Annual Meeting of the North Carolina Association of Research in Education (Greensboro, NC, March 16, 1999).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Core Curriculum, Educational Change, Educational Improvement, *Educational Quality, Elementary Secondary Education, *Foundations of Education, Higher Education, *Liberal Arts, Preservice Teacher Education

The purpose of this article is to delineate the charges being brought against education today. An historical perspective and brief survey of the preceding decades concerning educational reform are given. Varying representative levels of criticism toward the elementary, middle school, and high school levels are discussed. A sample review of the criticism being made against higher levels of learning is also depicted, particularly at the undergradu-

ate level in the nation's universities and colleges. In addition, a condensed reflection and evaluative emphasis on teacher preparation programs is included. The article is in two parts. The first part includes the survey and review of the literature as well as the citing of the problems stated. The second part deals with fashioning a conceptual approach to addressing those challenges to schools, colleges, and departments of education noted in the first part of the article. This recommendation for infusion of teacher education programs with such an understanding is not meant to serve as an instructional sequence model. However, it is meant to serve as a request for readers to consider developing their own conceptual and operating models based upon the priorities they uniquely face and those voiced in this article. (Contains 142 references.) (Author/SM)

ED 442 742 SP 039 264

Snow, Mary B.

Comprehensive Review of the Nevada Competency Testing Program for Educational Personnel.

Nevada State Dept. of Education, Carson City.

Pub Date—1996-11-00

Note—33p.

Available from—Nevada Department of Education, 700 East Fifth Street, Carson City, NV 89701.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, Elementary Secondary Education, Knowledge Base for Teaching, Program Evaluation, *Teacher Certification, *Teacher Competencies, *Teacher Competency Testing, Teaching Skills

Identifiers—*Competency Tests, Nevada, Teacher Knowledge

The comprehensive review of Nevada's Competency Testing Program for Educational Personnel grew out of a study which followed a cohort of new teachers over 2 years to determine their test-taking experiences. Results suggested a need to investigate the program and its scope, implementation problems, and relation to other educational entities such as districts, universities, and teacher associations. The work described in this report occurred during the 1995-96 school year. The study included three parts. The first section: (1) examined total numbers of each Nevada endorsement issued on initial licenses within the last 3 years and endorsements for which there were corresponding validated competency tests; and (2) reviewed passing scores for nine specialty-area tests. The second section described discussions by ad hoc committees representing varied perspectives on two program problems (communication and study materials/diagnostic information). The third section discussed ways to work together to help districts with recruitment and hiring and the Department with licensing. Findings are presented. Four appendices include: (1) plans for comprehensive review of the Nevada Competency Testing Program for Educational Personnel; (2) the Competency Testing Review Committee; (3) the Northern Ad Hoc and Southern Ad Hoc Committees; and (4) participants at the Meeting of District Personnel Officers and Department Staff. (SM)

ED 442 743 SP 039 265

Petrello, Nora

Can Ability Grouping Help Educators Meet Higher Educational Standards?

Pub Date—2000-05-00

Note—14p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, *Academic Achievement, Academic Standards, Elementary Education, Elementary School Students, Elementary School Teachers, *Heterogeneous Grouping, *Homogeneous Grouping, Teacher Attitudes

Identifiers—*Heterogeneous Classrooms

This paper presents different perspectives on homogeneous and heterogeneous ability grouping of students on an elementary school level. The teachers and administrators were surveyed to discover their preferences and attitudes toward homo-

geneous and heterogeneous class design and ability grouping within the classroom. Many journal articles advocated heterogeneous grouping. Teachers, however, advocated homogeneous grouping. Additionally, three ability groups (high, middle, and low) were examined to see whether each individual group benefited from heterogeneous or homogeneous grouping. Results found that the lower ability group benefited the most from heterogeneous designs and ability grouping. (Contains 10 references.) (Author/SM)

ED 442 744

SP 039 267

Teele, Sue

Rainbows of Intelligence. Exploring How Students Learn.

Report No.—ISBN-0-7619-7630-2

Pub Date—2000-00-00

Note—184p.

Available from—Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320-2218. Tel: 805-499-9774; e-mail: order@corwinpress.com; Web site: <http://www.corwinpress.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Brain, *Cognitive Style, Educational Environment, Elementary Secondary Education, Intelligence Differences, Learning Processes, Learning Theories, *Multiple Intelligences, Students, Teaching Methods

Identifiers—Rainbows

This book offers practical applications for exploring multiple intelligences in the classroom to help each student express his or her own personal learning rainbow. Special features of the book include seven complete lesson plans ready to be adapted to any grade level; objectives, activities, and applications that meet U.S. and California standards; a new learning model that elaborates on Howard Gardner's original seven intelligences; and exploration of gender differences in multiple intelligences. Part 1 includes six chapters: (1) "A Focus on How Students Learn"; (2) "Recent Research on the Brain"; (3) "The Theory of Multiple Intelligences"; (4) "Changing Our Thinking about Education"; (5) "Rainbows of Intelligence Model"; and (6) "Conclusions." Part 2 offers "Classroom Units That Incorporate Color and Multiple Intelligences." The classroom units include: (1) "Primary, Secondary, and Complementary Colors"; (2) "The Many Dimensions of Color"; (3) "The Rainbow: A Spectrum of Colors"; (4) "Exploring the Rainforest"; (5) "Pandas: Endangered Species"; (6) "Butterflies and Moths: Colorful Insects"; and (7) "The Blending of Our Rainbow World." (Contains 108 references.) (SM)

ED 442 745

SP 039 268

Haberman, Martin

What Makes a Teacher Education Program Relevant Preparation for Teaching Diverse Students in Urban Poverty Schools? (The Milwaukee Teacher Education Center Model).

Pub Date—2000-05-09

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Diversity (Student), Elementary Secondary Education, Higher Education, Multicultural Education, *Poverty, Preservice Teacher Education, Relevance (Education), *Teacher Attitudes, *Teacher Competencies, Urban Schools, *Urban Teaching

Identifiers—Milwaukee Public Schools WI

Urban teachers need a set of attributes that enable them to connect with children and youth in poverty and to function in dysfunctional school districts. The Milwaukee Teacher Education Center's (MTEC's) urban mission is to prepare educators to teach in the real world classroom of urban schools. For example, teachers are prepared to work toward implementing the stated philosophy of the Milwaukee Public Schools, which espouses goals of multiculturalism and equity. Teachers learn the importance of helping diverse children in poverty

learn and achieve. They are prepared as learners, assuming that it takes 3 years of on-the-job training to become a fully functioning urban teacher, and that professional growth must be ongoing. They are prepared to: (1) remain in teaching; (2) integrate computers into teaching; (3) work with parents; (4) motivate students; (5) de-escalate school violence; (6) integrate several subject matters into problem-solving units; (7) offer social justice curriculum; and (8) work as teams. This paper discusses the nature of urban settings, urban teaching, urban curricula, and learning in urban schools, explaining how MTEC teachers are prepared for each. (SM)

ED 442 746

SP 039 269

A Strategic Action Plan for Building Oklahoma's Future. Enacting the NCTAF Recommendations.

Oklahoma State Commission for Teacher Preparation.

Pub Date—1999-09-00

Note—61p.; For related document on teaching in Oklahoma, see SP 039 270.

Available from—Oklahoma Commission for Teacher Preparation, 3033 North Walnut, Suite 220E, Oklahoma City, OK 73105. Tel: 405-525-2612.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Academic Standards, Accreditation (Institutions), Administrators, *Educational Quality, Elementary Secondary Education, Faculty Development, Higher Education, Knowledge Base for Teaching, National Standards, Preservice Teacher Education, Professional Development Schools, *State Standards, Teacher Certification, *Teacher Competencies, Teacher Qualifications, Teacher Recruitment

Identifiers—Oklahoma

This booklet presents a plan for improving Oklahoma's K-12 education. Section 1, "Getting Serious about Standards for Both Students and Teachers," includes: developing high quality student standards linked to high quality teacher standards; establishing state professional standards boards; professionally accrediting all schools of education; closing inadequate schools of education; licensing teachers based on demonstrated performance; and using National Board standards. Section 2, "Reinvent Teacher Preparation and Professional Development," discusses: organizing professional education and development around student and teacher standards; instituting extended teacher preparation programs; creating and funding mentoring programs for beginning teachers; and creating stable, high quality sources of professional development. Section 3, "Overhaul Teacher Recruitment and Put Qualified Teachers in Every Classroom," discusses: helping financially disadvantaged districts pay for qualified teachers; aggressively recruiting high need teachers; redesigning district hiring; and eliminating barriers to mobility. Section 4, "Encourage and Reward Knowledge and Skills," discusses: developing a career continuum linked to assessments and compensation that rewards competencies; removing incompetent teachers via peer systems; and setting goals/enacting incentives for National Board certification. Section 5, "Create Schools that are Organized for Student and Teacher Success," discusses: flattening hierarchies and reallocating resources; providing venture capital in the form of challenge grants; and selecting, preparing, and retaining appropriate principals. (SM)

ED 442 747

SP 039 270

The Status of Teaching and Learning in Oklahoma. Enacting the NCTAF Recommendations.

Oklahoma State Commission for Teacher Preparation.

Pub Date—1999-09-00

Note—113p.; A separately published 16-page summary is appended.

Available from—Oklahoma Commission for Teacher Preparation, 3033 North Walnut, Suite 220E, Oklahoma City, OK 73105. Tel: 405-

525-2612.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Academic Standards, *Educational Change, Educational Finance, *Educational Improvement, *Educational Quality, Elementary Secondary Education, *Faculty Development, Higher Education, Inservice Teacher Education, Knowledge Base for Teaching, Mentors, National Standards, Preservice Teacher Education, State Standards, Teacher Certification, *Teacher Competencies, Teacher Evaluation, Teacher Qualifications, Teacher Recruitment, Teaching Skills

Identifiers—Oklahoma

This booklet provides an overview of Oklahoma's educational policy, highlighting historical efforts, current initiatives, future plans, and existing challenges to educational reform. It begins with a brief description of the demographics, economic status, and educational system of the state. A narrative is then provided that is organized around five major recommendations of the National Commission on Teaching and America's Future. Finally, the booklet describes challenges and needs of the future as a way of considering the priority issues impacting Oklahoma's educational reform. The five chapters are: (1) "Get Serious about Standards for Both Students and Teachers"; (2) "Reinvent Teacher Preparation and Professional Development"; (3) "Overhaul Teacher Recruitment and Put Qualified Teachers in Every Classroom"; (4) "Encourage and Reward Knowledge and Skill"; and (5) "Create Schools that are Organized for Student and Teacher Success." Eight appendixes examine the history of education reforms since 1980, ITBS national percentage ranks/core curriculum test results, OSRHE external review recommendations; general competencies for teacher licensure and certification, general competencies for professional development, reciprocity agreement, district revenue and faculty salary data, and Oklahoma subject area tests. A separately published summary is included. (Contains 11 references.) (SM)

ED 442 748

SP 039 272

Alwood, Carol Sonja

Exploring the Role of the Teacher in Student-Led Literature Circles.

Pub Date—2000-06-00

Note—93p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Discussion (Teaching Technique), *Discussion Groups, Elementary Education, Elementary School Students, Elementary School Teachers, Reading, Student Behavior, Teacher Researchers, *Teacher Role, Teaching Methods

Identifiers—Literature Circles

This qualitative study investigated the role of the teacher in student-led literature circles by comparing the types of comments that students made when the teacher was and was not present. Comments were analyzed using specific Essential Academic Learning Requirements (Washington State, 1997) in reading and four other categories including text support, conversation maintenance, off task remarks, or comments made by the teacher. Subjects participated in two different sets of literature circle groups which lasted 6 weeks each. Sixteen discussions were audiotaped and coded. Results indicate that all discussions had the largest number of comments in the categories of comprehension of story ideas and details and reading for literary experience. Groups which met without the teacher made more off-task comments. This study concludes that the teacher's role will vary based upon students' skills and learning needs. Thirteen appendixes are included. (Contains 34 references.) (Author/SM)

ED 442 749

SP 039 273

Sylwester, Robert

A Biological Brain in a Cultural Classroom: Applying Biological Research to Classroom Management.

Report No.—ISBN-0-8039-6745-4

Pub Date—2000-00-00

Note—161p.

Available from—Corwin Press, Inc., A Sage Pub-

lications Company, 2455 Teller Road, Thousand Oaks, CA 91320-2218. Tel: 805-499-9774; e-mail: order@corwinpress.com; Web site: <http://www.corwinpress.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biology, *Brain, Classroom Design, Classroom Environment, *Classroom Techniques, Democracy, Elementary Secondary Education, Learning Theories, Motion, Student Behavior, Teacher Behavior, Time Management

This book applies the latest in brain research and learning theory to classroom management. The concepts of psychoneurophysiology are made readily accessible. The book offers creative data gathering activities to help students manage their own behavior and to help teachers learn how their own behavior impacts the classroom environment. The seven chapters are as follows: (1) "The Biological and Cultural Foundations of Classroom Management"; (2) "The Multiple-Everything Modular Bodybrain that Schools Seek to Manage"; (3) "Expanding Energy: Who's in Charge?"; (4) "Creating Biological and Cultural Space"; (5) "Spending, Saving, and Using Time"; (6) "Managing Movement"; and (7) "Exploring Range as a Dimension of Classroom Management." (Contains 72 references.) (SM)

ED 442 750 SP 039 274

McIntyre, D. John, Ed. Byrd, David M., Ed.

Research on Effective Models for Teacher Education. Teacher Education Yearbook VIII. Association of Teacher Educators, Reston, VA. Report No.—ISBN-0-7619-7616-7; ISSN-1078-2265

Pub Date—2000-00-00

Note—273p.

Available from—Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320-2218 (\$32.95). Tel: 805-499-9774; e-mail: order@corwinpress.com; Web site: <http://www.corwinpress.com>.

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alternative Teacher Certification, Beginning Teacher Induction, Educational Change, Educational Quality, Elementary Secondary Education, *Faculty Development, Higher Education, Inquiry, *Inservice Teacher Education, Mathematics Education, Mentors, Models, Portfolios (Background Materials), *Preservice Teacher Education, Reflective Teaching, Science Education, Teacher Collaboration, Teacher Improvement, Teacher Researchers, Urban Schools

This yearbook addresses the nation's need to train and retain good teachers, exploring exemplary practices in teacher education. There are four sections divided into 12 chapters. The book begins with a forward, "Research on Effective Models for Teacher Education: Powerful Teacher Education Programs" (E.M. Guyton). Section 1, "Models for Enhancing the Professional Development of Teachers: Overview and Framework" (F.K. Kochan), includes: (1) "Doing Math the Science Way: Staff Development for Integrated Teaching and Learning" (J.A. Thomas, S.B. Cooper, and J.A. Ponticelli); (2) "Assessing the Impact of Sustained Professional Development on Middle School Mathematics Teachers" (J.E. Goodell, L.H. Parker, and J.B. Kahle); (3) "Teachers' Choices about Their Own Professional Development in Science Teaching and Learning" (D.L. Bainer and D. Wright); and a summary, "Teacher Professional Development as a Source of Educational Reform: Implications and Reflections" (F.K. Kochan). Section 2, "Inquiry and Reflection: Twin Needs for Improved Teacher Education" (W.R. Houston and A.R. Warner), includes: (4) "Teacher Research as Professional Development: Transforming Teachers' Perspectives and Classrooms" (A. Nevarez-La Torre and R. Rolon-Dow); (5) "Print and Video Case Studies: A Comparative Analysis" (J. Rowley and P. Hart); (6) "Teaching Portfolios: Tools for Reflective Teaching

in Inner-City Teacher Induction" (A.L. Wood); and a summary, "Reflection on Inquiry and Reflection in Teacher Education: Implications and Reflections" (W.R. Houston and A.R. Warner). Section 3, "Mentoring, Social Interaction, and Transformations: Overview and Framework" (P.L. Troutman, Jr.), includes: (7) "Cohort Groups: An Effective Model in a Restructured Teacher Education Program" (K.E. Koeppen, G.L. Huey, and K.R. Connor); (8) "Returning To Learn: A Second-Career Prospective Teacher Struggles with Personal Experience as a Guide for Teaching" (M.L. Gomez, M.L. Page, and A.B. Walker); (9) "Reshaping the Profession One Teacher at a Time: Collaborative Mentoring of Entry-Year Teachers" (D.A. Williams and C.L. Bowman); and a summary, "Mentoring, Social Interaction, and Transformations: Reflections and Implications" (P.L. Troutman, Jr.). Section 4, "Effective Models for Alternative Programs in Teacher Education: Overview" (R.K. Hillkirk), includes: (10) "Fast-Track Teacher Education: Are We Adequately Preparing Teachers for California's Class-Size Reduction?" (B. Stone and S. Mata); (11) "Ten Years on the Fast Track: Effective Teacher Preparation for Nontraditional Candidates" (A.V. Paccione, B.A. McWhorter, and R.W. Richburg); (12) "The Impact of the Alternative Certification Policy: Multiple Perspectives" (J. Shen); and a summary, "Effective Models for Alternative Programs in Teacher Education: Implications and Reflections" (R.K. Hillkirk). (Individual chapters contain references.) (SM)

ED 442 751 SP 039 275

Burden, Paul R.

Powerful Classroom Management Strategies: Motivating Students to Learn.

Report No.—ISBN-0-7619-7563-2

Pub Date—2000-00-00

Note—177p.

Available from—Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320-2218 (\$21.95). Tel: 805-499-9774; e-mail: order@corwinpress.com; Web site: <http://www.corwinpress.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Classroom Techniques, Elementary Secondary Education, *Student Behavior, *Student Motivation, Student Participation, Students

This book describes how to use effective motivation in the classroom in order to increase student learning and decrease classroom management problems for K-12 classrooms. This book bridges the gap between theory and practice with useful applications of motivation theory. It enables teachers to determine the type of motivation their students need and provides tools to respond to their needs. Highlights include specific strategies for motivating students (including hard-to-reach students), case studies and vignettes, suggested activities for another day, reflective chapter-end questions, and Web sites for additional resources. The seven chapters are: (1) "The Complex Nature of Motivation"; (2) "Motivating Students to Learn"; (3) "A Framework for Motivating Students"; (4) "Motivational Strategies Concerning Instruction"; (5) "Motivational Strategies Concerning Evaluation and Recognition"; (6) "Academic and Behavioral Expectations"; and (7) "Motivating Hard-to-Reach Students." (Contains 96 references.) (SM)

ED 442 752 SP 039 278

Liu, Yu-zhen

The Cultivation of the Whole Child.

Pub Date—2000-03-19

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Child Development, Curriculum, Elementary Secondary Education, Foreign Countries, Holistic Approach, *Moral Development, Moral Values,

Public Education, *Student Development, Teacher Responsibility, Tests, Textbooks
Identifiers—China, Massachusetts

This paper discusses how today's children must be prepared to meet the challenge of the information age, stressing the importance of cultivating the whole child and noting the teacher's role in this endeavor. The first section describes basic education in China, focusing on required schooling, the curriculum, textbooks, examinations, and moral education. The second section presents a view of education in the United States, focusing on the state of Massachusetts. The third section compares the two education systems, examining commonalities and disparities. The fourth section focuses on the cultivation of the whole child, which is one of the commonalities between the two countries. It discusses the cultivation of children's personal qualities (moral, psychological, physical, cultural, and professional) and cultivation of children's abilities, including the ability to learn and the ability to adapt in an ever-changing world. The accumulation and application of knowledge accompany the development of children's personal qualities and abilities. When children are trained to become people with high personal qualities and abilities, they are learning how to know and how to do. As their knowledge increases, their personal qualities and abilities also grow. (SM)

ED 442 753 SP 039 279

Thompson, Kelvin

Issues Affecting Teaching On-Line: An Annotated Bibliography.

Pub Date—1999-08-00

Note—13p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Case Studies, Cognitive Style, *Computer Uses in Education, Content Analysis, Cooperative Learning, Educational Technology, Electronic Mail, Elementary Secondary Education, Gender Issues, Problem Solving, Research Methodology, Teaching Methods, *World Wide Web

Identifiers—*Online Courses

This annotated bibliography identifies issues affecting the on-line teaching environment by assembling a variety of quantitative and qualitative studies. Studies in the bibliography are divided into two major categories: (1) topical studies, which contain papers that focus primarily on one issue affecting teaching on-line (student collaboration/problem solving, e-mail, gender issues, learning styles, teaching strategies, models for on-line courses, and institutional issues); and (2) general studies, which are broader in scope and typically address either broad or multiple issues involved in teaching on-line. The general category is subdivided by research type (general or multiple issues, case studies, and content analysis/historical studies). Within each section, studies are sorted by the primary author's last name. Bibliographic information is followed by the World Wide Web address of any full-text version of the study, key words, a classification of the type of research, and a short description of the paper. (SM)

ED 442 754 SP 039 280

Craven, Rhonda G. Mooney, Janet

Teaching the Teachers To Understand and Teach Indigenous Australian Studies: New Models, Teaching Strategies and Resources To Empower and Educate a Nation.

Spons Agency—Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.

Pub Date—2000-04-24

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Also sponsored by the Council for Aboriginal Reconciliation.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Consciousness Raising, *Cultural Awareness, Curriculum Development, Elemen-

tary Secondary Education, Foreign Countries, Higher Education, *Indigenous Populations, In-service Teacher Education, Preservice Teacher Education, Program Development, Student Teacher Attitudes

Identifiers—*Australia

This review presents a rationale for teaching Australian teachers to understand and teach Aboriginal Studies, describing the structure and development of the Teaching the Teachers: Indigenous Australian Studies Project of National Significance. The project was designed in response to a government recommendation that all teacher training programs include courses designed to enable student teachers to understand Aboriginal history and Aboriginal viewpoints on social, cultural, and historical matters. The project involved designing, in cooperation with indigenous organizations and community members, universities, education authorities, and professional associations, guidelines for developing a core Indigenous Australian Studies subject, a sample model core Indigenous Australian Studies subject, a teacher-oriented text, and sample resources for preservice primary teacher education courses. The bulk of the project was released and distributed to all Australian schools of teacher education and university Aboriginal education centers. Many universities have found the project materials to be an invaluable resource for helping to foster mutual respect and understanding between indigenous and non-indigenous Australians. (Contains 18 references.) (SM)

ED 442 755 SP 039 281

Piper, Carla Hagen

Electronic Portfolios in Teacher Education Reading Methods Courses.

Pub Date—1999-12-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Computer Uses in Education, Educational Technology, Elementary Secondary Education, Evaluation Methods, Higher Education, Multimedia Materials, *Portfolio Assessment, Preservice Teacher Education, *Student Teacher Evaluation, Teacher Certification, Teacher Competencies

Identifiers—*Electronic Portfolios

The question of how to use technology effectively in the assessment of teacher candidates to demonstrate achievement of course objectives based on state certification standards led to the development of the electronic portfolio project at a small university teacher credential program. The process of preparing an electronic portfolio using computer and multimedia technology was examined from the perspective of 12 teacher candidates enrolled in a multiple subject reading methods class. This research was a multiple case study in which qualitative data were obtained through open-ended interviews with the teacher candidates, the course professor, and the computer lab technician, as well as through analysis of the electronic portfolio product. Whether the electronic portfolio could be considered an effective tool for documenting teacher candidate performance and the achievement of course objectives was the primary question investigated in this study. (Contains 25 references.) (Author/SM)

ED 442 756 SP 039 282

Fountain, Cheryl Drummond, Robert J. Senterfitt, Heather D.

Teacher Self-Evaluation of Renewal Efforts of Their Teaching Practices To Improve Student Achievement.

Pub Date—2000-04-28

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Collegiality, Cultural Awareness, Decision Making, Elementary Secondary Education, *Faculty Development, Higher Education, Inquiry, *In-service Teacher Education, Multicultural Education, Partnerships in Education, Preservice Teacher Education, *Professional Development Schools, Reflective Teaching, Teacher Attitudes, Teacher Collaboration, Teacher Improvement, *Urban Schools

This study evaluated how teachers perceived their efforts to improve their teaching practices by participating in the Jacksonville Urban Educational Partnership (JUEP), a Professional Development School (PDS). The JUEP was designed to create sustained, high quality, professional development systems for inservice educators in three PDSs. The study explored how teachers at the end of their third year of the project rated their development of seven professional norms: collegiality, experimentation and risk taking, reflectivity, multicultural sensitivity, decision making, ongoing inquiry, and commitment to teaching. The study also examined the climate of these schools and teachers' attitudes toward the project. The 150 participating teachers completed a climate scale, a professional norms scale, a series of demographic items, and one open-ended question which asked them to name ways that JUEP had impacted their classroom practice. Overall, teachers indicated that JUEP had a degree of success in achieving its goals. One-third of the teachers listed one or more examples of how JUEP influenced their classroom practice. Two overriding positive themes were collegiality and communication generated by the project and the team approach used (teachers, university faculty, and student teachers). Surveys and survey results are appended. (SM)

ED 442 757 SP 039 283

Hamilton, David Zufiaurre, Benjamin

The New Pedagogics: Revisiting Curriculum and Didactics.

Pub Date—2000-04-28

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Curriculum, *Didacticism, Elementary Secondary Education, Foreign Countries, Higher Education, *Instruction

Identifiers—Europe, Spain

This paper focuses on curriculum and didactics, working from the premise that the European discourse of didactics is close to the emergent Anglo-American discourse of pedagogics. The paper begins with an argument about the convergence of didactic and pedagogical theory. It illustrates the endurance of European didactic thought, using examples from Spain. Five sections focus on: why didactics is not popular in the United Kingdom and United States; the overlap between pedagogy (as upbringing) and didactics (as schooling); the discourse of didactic thinking and applications in Spain; didaktika magna to applied didactics; and epistemological evolution in didactic analysis. The paper concludes that the recent history of didactic and pedagogic thought in Europe and North America is neither simple nor linear. Semantic, geographical, historical, political, and confessional differences are involved. The overall conclusion is that neither field is static, and there is no point in searching for the true pedagogics of didactics. It is better to understand them in their historical, geographical, and political contexts. (Contains 27 references.) (SM)

ED 442 758 SP 039 284

Gibson, Helen L. Van Strat, Georgena A.

The Impact of Instructional Methods on Preservice Teachers' Attitudes toward Teaching and Learning.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—2000-04-28

Contract—P116B70866

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Supported in part by the Massachusetts Eisenhower Higher Education Development Program.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Constructivism (Learning), Education, Elementary Secondary Education, Higher Education, *Mathematics Education, *Paraprofessional School Personnel, Preservice Teacher Education, *Science Education, *Student Teacher Attitudes, Student Teachers, *Teaching Methods

This study involved a longitudinal examination of a program designed for paraeducators enrolled in an Urban Preservice Degree Articulation in Teacher Education (UPDATE) program. During the first year, 16 paraeducators successfully completed a series of mathematics courses taught using constructivist instructional methods. These user-friendly mathematics courses offered at a community college through the UPDATE program in 1998 had a positive impact on paraeducators' attitudes toward mathematics. In 1999, during the second year of the program, 14 of the same paraeducators enrolled in an introductory biology course taught using traditional methods (lectures and notetaking). Researchers administered two quantitative surveys, an attitudinal survey, and an instructional strategy survey, and conducted a focus group. Pre- and post-intervention scores on the attitudinal survey were analyzed for any significant change in paraeducators' attitudes toward science. The instructional survey was also administered at the end of the course to collect information about teaching methods used and to learn how these methods impacted learning. Data from the surveys and focus group suggested that use of traditional instructional methods had a negative impact on paraeducators' attitudes toward teaching and learning science. (Contains 33 bibliographic references.) (SM)

ED 442 759 SP 039 285

Hansen, David T.

Cultivating an Intellectual and Moral Sensibility as Teacher.

Pub Date—2000-04-25

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Moral Values, Preservice Teacher Education, *Teacher Attitudes, *Teacher Influence

This paper discusses the importance of teachers' intellectual and moral sensibility in informing their presence in the classroom, examining the dimensions of an intellectual and moral sensibility and noting how to bring together the terms sense and sensibility. The notion of an intellectual and moral sensibility brings reason and emotion together. The idea of sensibility underlines the importance of the way in which teachers think and act, rather than solely what they say or do. The paper discusses the impact of teacher sensibility, explaining that a teacher's classroom presence, shaped by his or her sensibility, can influence students' own evolving sensibilities. Teacher candidates can deepen their intellectual and moral sensibilities by learning how to read the world carefully and sympathetically. A moral and intellectual sensibility comes to life as

candidates open themselves to the voice of the practice as embodied in the readings and experiences making up the teacher preparation program. The paper concludes that teachers' moral and intellectual sensibility, which must be cultivated, plays a dynamic role in whatever influence they have on students. A teacher education program can fund candidates' moral and intellectual sensibilities by expanding their horizons of understanding and feeling. (Contains 12 references.) (SM)

ED 442 760 SP 039 286
Hess, Elisabeth K.

The Facilitators of and the Barriers to the Collaboration Process in PDSs.

Pub Date—2000-04-28

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Administrators, Case Studies, *College School Cooperation, Educational Change, Educational Resources, Elementary Secondary Education, Faculty Development, Higher Education, Partnerships in Education, Preservice Teacher Education, *Professional Development Schools, Rewards, School Districts, Space Utilization, *Teacher Collaboration, Teacher Improvement, Time Management

Identifiers—Barriers to Innovation, Meta Ethnography

This study identified facilitators of and barriers to collaboration in Professional Development Schools (PDSs). Researchers conducted a meta-ethnography, which synthesized qualitative research and attempted to analyze processes and outcomes across many studies. Case studies of the collaboration process in PDSs were collected and screened, then themes were coded and interpreted. A literature search yielded 66 case studies. After screening, 20 case studies remained. Each case study was analyzed in terms of geographic region, type of partnership, urban or suburban setting, number of years in the partnership, and authors. Facilitators of the collaboration process that were interpreted from the 20 case studies were: obtaining needed resources from outside organizations; administrative support, taking time to establish a shared vision; and the feeling that PDSs increase professional development. Barriers to collaboration included time, lack of rewards, the change process, district mandates, and space. The paper presents six recommendations to practitioners, schools, and teacher education institutions for beginning and sustaining a PDS. (Contains 56 references.) (SM)

ED 442 761 SP 039 287
Kirk, David Brooker, Ross Braiuka, Sandy

Teaching Games for Understanding: A Situated Perspective on Student Learning.

Pub Date—2000-04-28

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Basketball, Foreign Countries, Grade 8, Junior High School Students, Junior High Schools, Learning Strategies, *Physical Education, Teaching Methods

Identifiers—*Situational Learning, *Teaching for Understanding

This paper presents an interpretation of student learning from a situated learning perspective, seeking to enhance approaches already employed in teaching games for understanding (TGFU) research. The analysis was designed to help identify three specific dimensions of situated learning in physical education: the perceptual-physical, social-interactive, and institutional-cultural, which have implications for the pedagogy of TGFU. The study describes what happened when a TGFU approach was implemented as part of a regular eighth-grade physical education program in basketball. Three

vignettes based on critical incidents generated from observation, interview, and diary data illustrate various aspects of the situatedness of learning. Analysis of the vignettes showed that the constructs employed in cognitive, motor behavioral, and ecological approaches remained useful, but by themselves they provided incomplete explanations of learning to play games. Reworked within a situated perspective, the constructs provided theoretical tools for providing a more targeted approach to the pedagogy of TGFU. (Contains 27 references.) (SM)

ED 442 762 SP 039 288

Anfara, Vincent A. Jr. Danin, Susan T. Melvin, Kathy Dillner, Harry

Traveling Road Show or Effective Professional Development? A Professional Development Science Project on Wheels.

Pub Date—2000-04-24

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Computer Uses in Education, Educational Improvement, *Educational Technology, *Faculty Development, Hands on Science, High Schools, *Inquiry, Inservice Teacher Education, Mobile Educational Services, *Science Education, *Science Teachers, Secondary School Teachers, State Standards, Teacher Improvement

Identifiers—*Delaware

This study evaluated a science professional development initiative developed by the Delaware State Department of Education, examining the nature of professional development activities, their effect on science classrooms, and their impact on teachers, students, and schools. The Science Van Project integrated technology and inquiry into Delaware's high school classrooms. Science Van visits consisted of a specialist who brought sets of laptop computers interfaced with electronic data-collecting probes or other hardware/equipment to teachers' classrooms. A typical classroom visit lasted 4-8 days. Specialists worked alongside teachers to demonstrate the proper use of technology and to model best practice pedagogy. Students used the technology to conduct scientific investigation. To be eligible for Science Van visits, teachers had to participate in project workshops. Data from surveys, interviews, observations, and pretests/post-tests of teachers and students indicated that the project effectively incorporated the five elements of professional development. Teachers reported increases in areas specifically targeted by the professional development and in their knowledge of state content standards. They gave the Science Van program high ratings in effectiveness. Students reported liking the Science Van visits very much. They believed that their understanding of science content and of designing and conducting experiments improved. (Contains 13 references.) (SM)

ED 442 763 SP 039 289

Margerum-Leys, Jon Marx, Ronald W.

Teacher Knowledge of Educational Technology: A Study of Student Teacher/Mentor Teacher Pairs.

Spons Agency—Spencer Foundation, Chicago, IL.

Pub Date—2000-04-25

Note—64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Computer Uses in Education, *Educational Technology, Elementary Secondary Education, Higher Education, Knowledge Base for Teaching, *Mentors, *Pedagogical Content Knowledge,

Preservice Teacher Education, *Student Teachers, Time Factors (Learning)

Identifiers—Knowledge Acquisition, *Subject Content Knowledge, *Teacher Knowledge

This study examined how the teacher's role is dependent on what they know and how what they know is affected by how they learn, focusing on the acquisition of knowledge regarding educational technology by student teachers and their mentors. The study emphasized three types of educational technology knowledge: content knowledge, pedagogical knowledge, and pedagogical content knowledge. Participants were three experienced middle school classroom teachers and their three student teachers. They worked in a school that had reasonable amounts of technological equipment. Data sources included field notes from classroom observations and teacher conversations and transcripts from semi-structured interviews. Data analysis indicated that while university coursework was useful for acquiring content knowledge, pedagogical knowledge and pedagogical content knowledge were more readily acquired within the teaching context. Student teachers brought with them current content knowledge of technology. Mentor teachers served as pedagogical guides in the process of acquiring educational technology pedagogical and pedagogical content knowledge. Lack of time and difficulty with classroom management were obstacles to acquiring educational technology knowledge. (Contains 41 references.) (SM)

ED 442 764 SP 039 290

Imbimbo, Josephine Silvernail, David

Prepared to Teach? Key Findings of the New York City Teacher Survey, Policy and Research Series.

New Visions for Public Schools, New York, NY.

Spons Agency—Ford Foundation, New York, NY.

Pub Date—1999-07-00

Note—12p.

Available from—New Visions for Public Schools, 96 Morton Street, New York, NY 10014; Tel: 212-645-5110; Fax: 212-645-7409. For full text: www.newvisions.org.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Classroom Techniques, Educational Technology, Elementary Secondary Education, Faculty Development, Higher Education, Inservice Teacher Education, Preservice Teacher Education, *Teacher Attitudes, *Teacher Competencies, Teacher Surveys, Teachers, *Teaching Skills

Identifiers—*New York City Board of Education, Subject Content Knowledge

This publication presents key findings from the New York City Teacher Survey, which examined teachers' perceptions regarding their professional preparation, how their perceptions differed according to type of preparation they received, and whether perceptions differed from those of a national sample of teachers and from a sample of teachers who had graduated from exemplary teacher education programs. Results indicated that most teachers planned to continue teaching for as long as possible and believed they were making a difference in their students' lives. They felt the need for better preparation before entering the classroom, particularly in the areas of educational technology and working with new English language learners. Most teachers felt they were not well prepared to teach in ways that would help all students achieve high academic standards. Teachers' overall feelings of preparedness as they entered teaching most strongly related to: subject area knowledge and instructional strategies, proficiency in educational technology, and effective classroom management. Teachers valued opportunities for professional development. The topics and activities that received the highest ratings were classroom management, addressing the needs of individual learners, teaching methods, and in-depth study of a content area. (SM)

ED 442 765

SP 039 291

Silva, Diane Yendol

Triad Journaling as a Tool for Reconceptualizing Supervision in the Professional Development School.

Pub Date—2000-04-28

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Cooperating Teachers, Elementary Education, Elementary School Teachers, Higher Education, *Journal Writing, Preservice Teacher Education, Professional Development Schools, *Student Journals, Student Teacher Supervisors, Student Teachers, *Teacher Collaboration

This study explored the use of triad journaling as a collaborative tool for enhancing teaching and learning in a professional development school. The triad journals expand the notion of traditional journaling between university supervisor and student teacher to include the cooperating teacher in a weekly dialogue about teaching and learning. Based on field notes, informal interviews, and the document analysis of journals collected over an 18-month period of time, the study presents four findings: (1) triad journals helped facilitate mentor role reconceptualization; (2) triad journaling led to heightened communication and reflection; (3) triad journals nurtured a problem posing culture; and (4) members of the triad described a "professional energy" created by the shared professional space. (Contains 16 references.) (Author/SM)

ED 442 766

SP 039 292

Silva, Diane Yendol

Mentor Teachers' Ways of Being and Knowing in a Professional Development School.

Pub Date—2000-04-28

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Case Studies, College School Cooperation, Collegiality, Decision Making, Elementary Education, Elementary School Teachers, Higher Education, *Inquiry, Internship Programs, *Mentors, *Professional Development Schools, Student Teachers, Teacher Role

Identifiers—Teacher Knowledge

Since a large gap exists between the rhetoric of reform-minded teacher education and what actually transpires in student teachers' field experiences, this study sought to fill a gap in current scholarship which has yet to document how mentor teachers, conceptualized as school-based teacher educators, shape and conduct their work with student teachers assuming the role of full-year undergraduate interns. The purpose of this study was to explore mentor teachers' ways of being and knowing as they work with interns in a newly created, inquiry-oriented professional development school. This investigation uses case study methodology informed by both ethnographic and phenomenological perspectives. Using these lenses and data collected over an 18-month period, the stories of two mentor teachers are captured and analyzed. Three themes emerged within each case that characterized the unique work of each site-based teacher educator: teaching interns as teaching children, mentoring as decision making, and creating spaces as pedagogical tools. The three themes that shape the work of the first mentor offer insight into an artistic approach to mentoring. The three themes of the second case suggest an inquiry-oriented approach to mentoring. (Contains 40 references.) (Author/SM)

ED 442 767

SP 039 293

Silva, Diane Yendol

Teachers' Work and Ethos: An Ethnographic Case Study of the Work Lives of Teachers in an Inquiry-Oriented Professional Development School.

Pub Date—2000-04-28

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Case Studies, College School Cooperation, *Cooperating Teachers, Elementary Education, Elementary School Teachers, Higher Education, *Inquiry, Internship Programs, Mentors, *Professional Development Schools, Student Development, Student Teachers, *Teacher Role

This study investigated how six mentor teachers understood and negotiated their roles as mentors in an elementary professional development school (PDS). Data were collected over 18 months from mentor and intern journals, field notes, interviews, e-mails, meeting minutes, and transcripts from PDS meetings. Each teacher participated in interviews regarding their motivation and teacher education experiences, experiences as mentors within the PDS, and thoughts associated with problems and possibilities of the PDS. Results are discussed according to three PDS phases. In the first phase, teachers were not committed to the renewal piece of the vision and were not always comfortable using their voices, though they often silenced their colleagues to protect their established ways of doing business. In the second phase, teachers' work changed in meaningful ways as they incorporated interns into the classroom. Teachers grew professionally as they dialogued with interns. The mentor role broadened to include beginning teacher educators. In the third phase, mentors engaged in some form of inquiry, seeking to understand what inquiry was and how it was part of their work. They used observation as a tool for understanding inquiry and began to recognize inquiry as a professional development tool for interns. (Contains 26 references.) (SM)

ED 442 768

SP 039 294

Thayer-Bacon, Barbara J.

Transforming Critical Thinking: Thinking Constructively.

Report No.—ISBN-0-8077-3924-3

Pub Date—2000-00-00

Note—201p.; Foreword by Jane Roland Martin.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027; Tel: 212-678-3963; (\$22.95).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Constructivism (Learning), *Critical Thinking, Educational Philosophy, Educational Theories, Elementary Secondary Education, Females, *Feminism, Gender Issues, Higher Education, Males, Postmodernism, Sex Differences

Identifiers—Pragmatism

This book presents a reconceptualization of critical thinking theory. Drawing on pragmatic, feminist, and postmodern philosophies, the book offers an overview of the history of critical thinking and identifies its major theorists. It critiques how critical thinking is conceptualized and applied in classrooms and offers a newly delineated platform for how women and feminist theorists, as well as men, can engage in constructivist thinking. There are three parts with nine chapters. Part 1, "Constructing Male Perspectives," includes: (1) "The Greeks"; (2) "Classic Pragmatism"; and (3) "Current Critical Thinking Theories." Part 2, "Constructing Feminist Perspectives," includes: (4) "Gender Theories"; (5) "Difference Theories"; and (6) "Intersections and Deconstructions of Gender and Difference Theories." Part 3, "A Feminist Redescription: Constructive Thinking," includes: (7) "In the Classroom with Constructivist Theory"; (8) "Contrasting Images";

and (9) "Constructive Thinking." (Contains approximately 200 references.) (SM)

ED 442 769

SP 039 295

Ritchie, Joy S. Wilson, David E.

Teacher Narrative as Critical Inquiry. Rewriting the Script. The Practitioner Inquiry Series.

Report No.—ISBN-0-8077-3960-X

Pub Date—2000-05-00

Note—191p.; Produced with Ruth Kupfer, Carol MacDaniels, Toni Siedel, and John Skretta. Foreword by Bonnie Sunstein.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027; Tel: 212-678-3963 (\$22.95).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Higher Education, *Individual Development, Lesbianism, *Personal Narratives, Power Structure, Preservice Teacher Education, *Story Telling, *Student Teachers, Teaching Conditions

Identifiers—Privilege, *Professional Identity

This book explores the power of narrative in understanding the complexities and contradictions of what it means to develop as a teacher. It argues that the development of a professional identity is inextricable from personal identity, suggesting that when teachers have the opportunity to compose their own stories of learning within a supportive community, they can begin to compose new narratives of identity and practice. Through case study profiles of teachers coping with change in their teaching and their lives, the book demonstrates how teachers' narrative constructions serve to define their teaching practice and identities. The nine chapters are: (1) "The Interplay of Subjectivity, Experience, and Narrative in Teacher Development"; (2) "Dual Apprenticeships: Conflicting Narratives in Teacher Preparation"; (3) "Untheorized Experience: Crisis of Authority"; (4) "Reclaiming and Revising Personal and Professional Identities"; (5) "Renaming as an Act of Resistance" (Carol MacDaniels); (6) "Claiming Authority: Learning to Trust My Questions" (Toni Siedel); (7) "Privilege as Possibility" (John Skretta); (8) "Retracing My Journey toward Self-Acceptance and Effectiveness as a Lesbian Teacher" (Ruth Kupfer); and (9) "Toward Supporting Resistance and Revision." (Contains approximately 90 references.) (SM)

ED 442 770

SP 039 297

Denton, Paula Kriete, Roxann

The First Six Weeks of School. Strategies for Teachers Series.

Northeast Foundation for Children, Greenfield, MA.

Report No.—ISBN-1-892989-04-2

Pub Date—2000-00-00

Note—232p.; Supported by the Shinnony-En Foundation.

Available from—Northeast Foundation for Children, 71 Montague City Road, Greenfield, MA, 01301; Tel: 800-360-6332; Fax: 413-772-2097; Web site: <http://www.responsiveclassroom.org>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Class Activities, *Classroom Environment, *Classroom Techniques, Elementary Education, Elementary School Teachers, *Lesson Plans, *Planning, Teacher Expectations of Students

This book is a comprehensive guidebook that shows K-6 teachers how to structure the first 6 weeks of school in order to lay the groundwork for a productive year of learning. The book features: (1) daily plans for the first 3 weeks and commentary about these plans at three grade levels: primary (K-2), middle (3-4), and upper (5-6); (2) detailed guidelines for building community, creating rules and teaching routines, introducing an engaging curriculum, fostering autonomy, integrating social and academic learning, and establishing high expectations for learning and behavior; and (3) an extensive

collection of games, activities, greetings, songs, read-alouds, and resources for use during the early weeks of school. The book also addresses the issue of homework early in the school year. (Contains 49 references.) (SM)

ED 442 771 SP 039 299
Sudzina, Mary R.

Case Study Considerations for Teaching Educational Psychology.

Pub Date—2000-04-28

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Case Method (Teaching Technique), Constructivism (Learning), *Educational Psychology, Evaluation Methods, Higher Education, Preservice Teacher Education, Student Teacher Evaluation, Teaching Methods

This paper examines the decisions, benefits, and difficulties in teaching educational psychology through a constructivist case study approach. Recent interest in and inquiry into constructivism, pedagogical content knowledge, and case study methodology are influencing the content and goals of educational psychology in teacher preparation. The content of educational psychology lends itself to authentic, active, and pragmatic applications of theory to school practices as well as to investigations of a variety of educational issues, perspectives, and contexts which can be viewed through case study, a constructivist problem-based approach to learning. Things to consider when organizing for case-based instruction include course content and setting, students, case sources, case selection, teaching strategies and assignments, and assessment. An important step in organizing for case-based teaching is having a conceptual framework to organize and facilitate case analysis, discussion, and assessment. A five-step framework involves: identifying issues and facts in a case; considering different perspectives in a case; identifying professional knowledge; projections that might be taken; and considering likely consequences of particular actions. Case instructors must decide the kinds of assessment measures needed to match their desired outcomes. (Contains 16 references.) (SM)

ED 442 772 SP 039 300
Sulzman, James A.

Talking the Same Language: Training Mentors To Use the Pathwise Performance Assessment with Induction-Year Colleagues.

Pub Date—2000-04-00

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Beginning Teacher Induction, *Beginning Teachers, Elementary Secondary Education, Evaluation Methods, Feedback, Higher Education, *Mentors, *Naturalistic Observation, *Performance Based Assessment, Preservice Teacher Education, *Student Teacher Evaluation

This study examined the use of the Pathwise Performance Assessment as a framework for helping prospective mentors to view entry-year teachers' performance in accord with the research on novice teachers' performance. Participants were teachers, principals, and a central office administrator, most of whom had never conducted an observation of another teacher. The participants completed the Pathwise training then conducted an observation of another teacher using the framework. At the end of 3 weeks, they participated in a debriefing. At this time, they responded to an open-ended survey about their experiences conducting first-time observations using Pathwise in terms of their: (1) successes in their initial observation; (2) struggles in complet-

ing the observation; (3) perceived advantages and disadvantages to using Pathwise; and (4) concerns about mentoring. Respondents commented positively on the concreteness and clarity of the criteria in focusing their observations of entry-year teachers' teaching performances and minimizing observer bias. Major concerns included the amount of time and paperwork involved in doing an observation and anxiety over their own lack of expertise in applying these newly-learned skills. (Contains 29 references.) (SM)

ED 442 773 SP 039 301
Buchberger, Irina

Struggle for Diversity of Languages in a Harmonising European Context: New Tasks for Teacher Education.

Pub Date—2000-04-00

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, Immersion Programs, *Multilingualism, Preservice Teacher Education, *Second Language Learning

Identifiers—Europe, European Union, Finland, *Language Diversity, Nordic Countries, Sweden

Education policies of the European Commission and the Council of Europe stress the importance of cultural and language diversity. A white book by the European Commission on education and training recommends that every European citizen be able to communicate in at least 3 of the 12 officially recognized languages of the European Union by the end of high school. Simultaneously, there has been a major move toward using English within the 15 member states of the European Union. Against this backdrop, mother tongue teaching and learning as well as foreign language teaching/studying/learning are confronted with many new situations. Teacher education must provide the ability for prospective teachers to acquire the professional competence necessary to deal proactively with this phenomenon. This paper uses Finland and Sweden as examples of developments within the European Union, presenting various solutions in teacher education which have been adopted in these Nordic countries. Solutions include teaching more foreign languages and teaching them earlier; providing immersion programs; providing bilingual education; and teaching old minority languages as new school subjects. The paper examines the cognitive benefits of multilingualism and discusses trends in language teaching and learning in Nordic countries. (Contains 43 references.) (SM)

ED 442 774 SP 039 302
Hawkins, Amber

Student Achievement: Improving Our Focus.

Pub Date—2000-05-30

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Educational Improvement, Elementary Secondary Education, *Employee Absenteeism, Faculty Development, Incentives, *Substitute Teachers, *Teacher Attendance, Teachers

An efficient way to help students achieve academically is to maximize the consistent attendance of permanent teachers in the classroom. Students nationwide are spending increased amounts of time with instructors other than their permanent teachers. A large contributor to the problem of teacher absenteeism is mandatory leave for professional development training programs. To combat teacher absenteeism caused by burnout, stress, or abuse of available teacher leave, districts have implemented an incentive program instead of a use them or lose them policy. Student achievement, to a large degree, depends on continuity of instruction. Research shows that interruption of instruction negatively affects academic achievement. Students often expe-

rience lack of instructional continuity due to exposure to untrained substitutes who often do not have regular teaching certificates and are not qualified to be in the classroom. School districts must provide effective, comprehensive training for substitute teachers that addresses professional behavior, classroom management, legal and first aid issues, teaching and instructional strategies, fill-in activities, and substitute resource kits. Such training benefits students more than anyone else. Trained substitutes will most likely do a better job of maintaining instructional continuity, which is essential to student achievement. (Contains 17 references.) (SM)

ED 442 775 SP 039 304
Kordalewski, John

Standards in the Classroom: How Teachers and Students Negotiate Learning.

Report No.—ISBN-0-8077-3946-4

Pub Date—2000-04-00

Note—207p.; Foreword by Catherine G. Krupnick.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (hardbound: ISBN-0-8077-3947-2, \$45; paperback: ISBN-0-8077-3946-4, \$21.95); Tel: 212-678-3963.

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Academic Standards, Evaluation Methods, *Exhibits, High Schools, Humanities Instruction, Peer Influence, Student Attitudes, Student Evaluation, *Student Participation, Teacher Attitudes, Teacher Expectations of Students, Teacher Role, Teacher Student Relationship, Urban Schools

Identifiers—*Negotiation Processes

This book explores how standards are negotiated and created within classrooms, addressing how they actually play out in classrooms from the point of view of students and teachers. It follows the experiences of students and teachers at urban Powell High School who wrestled with curricula designed to expand their achievement. The book presents four portraits of students in humanities classes that demonstrate how academic standards developed over the course of a year, focusing on interactions between teachers' aspirations and students' development. There are two parts with 12 chapters. Chapter 1, "Overview" describes standards and the study. Part 1, "Observing Standards in Context," focuses on: (2) "Exhibitions and Humanities at Powell," (3) "Wayne," (4) "Gloria," (5) "Pierre," and (6) "Anwar." Part 2, "Understanding the Negotiation of Standards," includes: (7) "Students' Standards: What Students Thought about Exhibition Work"; (8) "Students Creating Standards, Individually"; (9) "Students Creating Standards, through Peer Interaction"; (10) "Teachers' Standards: What Teachers Thought about Exhibition Work"; (11) "Teachers' Expectations and Classroom Standards"; and (12) "Teachers' Role: Five Theories Revisited" (demanding, informing, teaching, arising, and negotiating). (Contains 49 references.) (SM)

ED 442 776 SP 039 305
Kwakman, Kitty

Schools as Places for Teachers To Learn? Opportunities for Professional Development in Dutch Educational Reform.

Pub Date—2000-04-00

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Faculty Development, Foreign Countries, Inservice Teacher Education, Secondary Education, Teacher Behavior, *Teacher Improvement, Teaching Conditions

Identifiers—*Netherlands

This paper discusses a study of Dutch secondary education reform, describing the background, not-

ing implications for teacher learning, and arguing that learning supports professional development and derives from performance of activities that help teachers develop professionally. Based on a literature study, a conceptual model was developed in which characteristics of the individual, the task, and the work environment were related to performance of professional development activity. To explore the relevance of the conceptual model, two research questions were addressed: To what extent do teachers perform professional development activities? and What factors affect these activities? A survey was conducted with 542 teachers from 10 secondary schools to study these questions. The survey looked at years of experience, professional attitudes, meaning attached to professional development activities, job stress, job demands, job control, social support, and developmental press. Results indicated that professional development activities focused on three types of activities related to different aspects of professional behavior. The frequency with which different professional development activities were performed differed significantly. The study provided evidence of many variables that predict the frequency of professional development activities. (Contains 27 references.) (SM)

ED 442 777 SP 039 306

Harwood, Angela M. Collins, Laura Sudzina, Mary. *Learning from Student Teacher Failure: Implications for Program Design.*

Pub Date—2000-04-28

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Context Effect, Cooperating Teachers, Elementary Secondary Education, *Failure, Higher Education, Preservice Teacher Education, *Student Teachers, Teaching Conditions, Teaching Skills

Identifiers—*Performance Indicators, *Student Teacher Characteristics

This paper reviews the student teacher failure literature and describes a study on the causes of failure, noting implications for teacher education institutions. The study involved a systematic analysis of the files of student teachers who failed at one university from 1994-97. Failure of student teaching was defined as either choosing to quit student teaching or being removed from the experience. Results were coded as personal characteristics, performance indicators, or contextual factors. Results identified age, gender, number of previous institutions attended, and lower grades in methods classes as demographic characteristics of students who failed. The single biggest reason for students to withdraw from student teaching was the decision that teaching was not for them. Personal circumstances were another primary reason for failure. Regarding performance indicators, students who failed displayed multiple skill deficiencies. Students who failed for contextual reasons usually did so because of conflict with cooperating teachers or placements. The paper presents a number of ways teacher education institutions can address the causes of failure, ranging from pre-admission screening to early field placement, counseling, selecting and educating cooperating teachers carefully, and documenting the internship. (Contains 29 references.) (SM)

ED 442 778 SP 039 307

Copeland, Glenda Finley, Sandra Ferguson, Chris Aldrette, Karen

A Flashlight and Compass: A Collection of Tools To Promote Instructional Coherence.

Southwest Educational Development Lab., Austin, TX.

Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-05-00

Contract—RJ9600681

Note—226p.

Available from—Southwest Educational Development Laboratory, 211 East Seventh Street, Aus-

tin, TX 78728; Tel: 512-476-6861; Web site: <http://www.sedl.org>.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Coherence, Educational Improvement, Educational Quality, Elementary Secondary Education, *Faculty Development, Reflective Teaching, *Teacher Collaboration, *Teacher Improvement

This publication presents a collection of tools that promote instructional coherence. It focuses on the importance of teachers collaborating to develop a deeper understanding of how children learn and exploring relationships between teaching and learning. Coherence leads to improved educational experiences for learners as teachers make their instructional decisions by using both information collected in the classroom about what and how their students are learning and information from external sources about what is important for students to learn. The collection of tools falls into five categories: (1) coherence (understanding the rationale), (2) learning (placing learning at the center of practice), (3) dialogue (establishing a dialogue), (4) reflection (developing reflective practice), and (5) improving student learning (taking action). This publication presents tools and activities for each of the five areas. An appendix offers tools and strategies for facilitation, a bibliography of material to develop understanding about issues of coherence, and masters for cards used in designated activities. (Contains 20 resources.) (SM)

ED 442 779 SP 039 309

Sparks, Dennis Hirsh, Stephanie

A National Plan for Improving Professional Development.

National Staff Development Council, Oxford, OH.

Pub Date—2000-02-00

Note—19p.

Available from—National Staff Development Council Headquarters, P.O. Box 240, Oxford, OH 45056; Tel: 513-523-6029 or 800-727-7288; Fax: 513-523-0638; E-mail: NSDCOffice@aol.com.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Improvement, Elementary Secondary Education, *Faculty Development, Federal Government, *Inservice Teacher Education, Local Government, State Government, Teacher Collaboration, *Teacher Improvement

To improve American education, there must be improved ongoing professional development for teachers and a national plan for helping teachers fulfill their untapped potential. Research shows that quality professional development can improve student achievement. Teachers report that professional development improves their teaching. Despite this, the American school system fails to provide sufficient professional development for teachers. There must be a national plan to direct staff development dollars and teacher time for learning. This plan would evaluate staff development and ensure that quality programs and strategies are encouraged to grow. The National Staff Development Council's set of standards and guidelines for staff development includes: set clear, high standards for learning for all students; hold superintendents, principals, and teachers accountable; invest in teacher learning; review school improvement plans; involve all teachers in continuous, intellectually rigorous study of what and how they teach; embed opportunities for professional learning and collaboration into the school day; provide teachers with classroom assessment and action research skills; and recognize the importance of skillful school and district leaders. This booklet describes what is needed at the national level, state, and local levels, providing models that show what professional development should be to transform education and explaining how to actually make this change. (Contains 22 references.) (SM)

ED 442 780 SP 039 310

Directory of Approved Programs for the Preparation of Educational Personnel in Illinois

Institutions of Higher Education. Volume XXII.

Illinois State Board of Education, Springfield, Div. of Professional Preparation.

Pub Date—1999-12-00

Note—45p.

Available from—Illinois State Board of Education, 100 North First Street, Springfield, IL 62777-0001; Tel: 217-782-4330; Fax: 217-782-3687; Web site: <http://www.isbe.state.il.us>.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, *Alternative Teacher Certification, Bilingual Education, Early Childhood Education, Elementary Secondary Education, Higher Education, Non-traditional Students, *Preservice Teacher Education, Special Education Teachers, *Teacher Education Programs

Identifiers—*Illinois

This 22nd edition of the directory has been updated to reflect the numerous changes in each recognized institution's approved program listings. Several new programs have been approved since the last publication date, and institutions have requested that some programs be deleted from their listings. Changes in personnel and institutional data have also been noted. Information is provided as follows: "Alphabetical Listing of Recognized Institutions and Approved Programs"; "Approved Early Childhood Education Certificate Programs"; "Approved Elementary (K-9) Certificate Programs"; "Approved Secondary (6-12) Certificate Program Areas"; "Approved Special (K-12) Certificate Program Areas"; "Approved Special Education Areas for the Special (K-12) Certificate"; "Approved School Service Personnel Certificate Programs"; "Approved Administrative Certificate Programs"; "Approved Transitional Bilingual Certificate Programs"; "Geographic Location of Illinois Institutions Recognized for Teacher Education"; and "Special Programs Offering Alternatives for Individuals with Degrees." (SM)

ED 442 781 SP 039 312

O'Connell, Carl E. Gillett, Tom Halkett, Kim. *Career in Teaching. Mentor Teacher-Intern Program. Handbook for Interns, School Year 1999-2000.*

Rochester City School District, NY.

Pub Date—1999-07-00

Note—40p.

Available from—Rochester City School District, 131 West Broad Street, Rochester, NY 14614; Tel: 716-262-8378; Fax: 716-262-5151.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperating Teachers, Elementary Secondary Education, Higher Education, *Internship Programs, *Mentors, Preservice Teacher Education, Student Teacher Evaluation, *Student Teachers, Teaching (Occupation)

Identifiers—*Rochester City School District NY

This handbook familiarizes interns with their responsibilities in school districts and in mentor teacher-intern programs. It answers questions about the Career in Teaching (CIT) program, a collaboration between the Rochester (New York) City School District and the Rochester Teachers Association to revitalize instruction by creating a true profession for teachers. CIT works to improve public education by allowing exemplary teachers to inspire excellence in others, share their expertise with others, and actively participate in instructional decision making without leaving the classroom. The topics include: what the CIT program is, who directs it, and how long it has existed; what the Rochester City School District Mentor Program is; what a lead teacher is; who qualifies for CIT internships; who designates interns and assigns them to mentors; the intent and length of internships; how interns are paired with mentors; how to get peer assistance; how often interns and mentors meet; how mentors know interns' needs; what support mentors provide; interns' responsibilities; professional expectations for interns; how to use per diem release time; intern evaluation; what successful

completion means; evaluation requirements; and how to find help. Two appendixes outline professional expectations for interns and provide forms used in the mentor teacher-intern program and the 1999-2000 calendar. (SM)

ED 442 782 SP 039 313

Career in Teaching Highlights.

Rochester City School District, NY.

Pub Date—2000-05-09

Note—6p.; A collaborative effort between the Rochester City School District and the Rochester Teachers Association.

Available from—Rochester City School District, 131 West Broad Street, Rochester, NY 14614; Tel: 716-262-8378; Fax: 716-262-5151.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, Elementary Secondary Education, Higher Education, *Internship Programs, *Mentors, Preservice Teacher Education, Public Schools, *Student Teachers, *Teacher Role, Teaching (Occupation)

Identifiers—*Rochester City School District NY

This booklet describes the Career in Teaching (CIT) Program, a collaborative effort between the Rochester City School District and the Rochester Teachers Association to revitalize instruction by creating a true professional for teachers. Central to the reform movement, CIT aims to improve student attainment by setting new expectations for teachers' roles in school organization, decentralizing district operations, and creating school communities accountable for change. The plan establishes four career levels: intern, resident, professional, and lead teacher. It believes that effective teaching: connects the student's world and content, celebrates the learning process, incorporates knowledge of human development, and offers a safe learning environment. CIT is directed by a 12-member panel with various responsibilities. This booklet provides information on: who qualifies to be an intern in the program; what kinds of lead teacher mentors there are; whether participation in the CIT program is optional; the intent of an internship; what types of support and assistance mentors provide; professional expectations for interns; and what happens at the end of an internship. (SM)

ED 442 783 SP 039 314

Quisenberry, Nancy L., Ed. McIntyre, D. John, Ed.

Educators Healing Racism.

Association of Teacher Educators, Reston, VA.; Association for Childhood Education International, Olney, MD.

Spons Agency—Illinois Association of Teacher Educators.

Report No.—ISBN-0-87173-147-9

Pub Date—1999-00-00

Note—159p.

Available from—Association of Teacher Educators, 1900 Association Drive, Suite ATE, Reston, VA 20191-1502.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Beginning Teachers, Case Studies, Computer Uses in Education, Educational History, Educational Technology, Elementary Secondary Education, Equal Education, Family Involvement, Higher Education, Preservice Teacher Education, *Racial Bias, Racial Relations, School Culture, Social Influences, Student Teachers, *Teacher Role

This book presents a collection of essays on racism and the role of teachers in healing racism. There are three sections with nine papers. After an "Introduction" (D. John McIntyre), Section 1, "Historical Perspectives," includes: (1) "Racism in Education" (Gwendolyn Duhon Boudreaux, Rose Duhon-Sells, Alice Duhon-Ross, and Holloway C. Sells); and (2) "History of Racism: Social, Political, and Psychological Perspectives on Modernity" (H. Prentice Baptiste, Jr., James B. Boyer, Socorro Herrera, and Kevin Murry). Section 2, "Instructional Perspectives," includes (3) "Healing the Wounds of Instructional Racism" (Patricia Larke, Gwendolyn Webb-Johnson, Ronald Rochon, and Mary Anderson); (4) "Family Involvement: Empowering Families To

Heal Racism" (Phyllis Y. Hammonds and Cathy Gutierrez-Gomez); (5) "Dealing with Issues of Racism in the Classroom: Preservice and Beginning Teachers" (Norvella P. Carter, Anne Gayles-Felton, Robert Hilliard, and Larry A. Vold); (6) "Issues in Healing Racism in Teaching and Teacher Education: A Case Studies Approach" (Fredda D. Carroll, Carol Felder, and Phyllis Y. Hammonds); and (7) "Beyond Instructional Racism: The Integrative Curriculum of Brown Barge Middle School" (Porter Lee Troutman, Jr., Richard Powell, Elaine Jarchow, Linda Fussell, and Donna Imatt). Section 3, "Social Perspectives," includes (8) "Can Technology Deliver on its Promise of Being the Great Equalizer? Some Reflections on the Participation of Disadvantaged Students in Technology" (P. Rudy Mattai, Robert L. Perry, and Walter S. Polka) and (9) "Who Shall Have the Moral Courage To Heal Racism in America? ATE Keynote Address, February 27, 1996" (G. Pritch Smith). (All papers contain references.) (SM)

ED 442 784 SP 039 315

Richards, Janet C. Gipe, Joan P. Moore, Ramona C.

The Challenges of Integrating Literacy Learning and the Visual and Communicative Arts: A Portal School Focus.

Pub Date—2000-04-28

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Educational Technology, Elementary Secondary Education, Field Experience Programs, Higher Education, *Literacy Education, Preservice Teacher Education, Student Journals, Student Teachers

Identifiers—*Portal Schools

This paper describes challenges associated with preparing preservice teachers in the 21st century to accept responsibility for devising and presenting lessons that link reading and writing with multiple sign and symbol systems, such as drama, musical composing, film, visual art, and computer technology. It proposes the portal school concept as a viable approach for providing appropriate experiences for preservice teacher education programs that are consistent with new, expanded visions of literacy. Rather than holding classes on campus and visiting schools occasionally, preservice teachers enrolled in portal school projects meet in public schools for lectures, seminars, and demonstration lessons and for practice teaching. Researchers investigated issues viable in preservice teachers' cases, journals, and lessons; possible issue variations in their cases related to school context; and whether contents of their cases illuminate instructional shortcomings. They examined and categorized 204 teaching cases, 189 journal entries, and 85 observation field notes for eight groups of preservice teachers. Analysis revealed that across three teaching contexts, there were nine difficult issues that teacher education programs and school systems should address. The portal school model offers one viable approach for addressing the challenges of collaboration in school-university partnerships. (Contains 39 references.) (SM)

ED 442 785 SP 039 316

Corder, Gregory W.

The Practices, Attitudes, and Behaviors of Experienced Teachers That Motivate Middle Grades Students.

Pub Date—1999-05-00

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Middle School Students, *Middle School Teachers, Middle Schools, *Parent Influence, Parents, Student Behavior, Student Characteristics, *Student Motivation, Teacher Attitudes, *Teacher Student Relationship, Teaching Methods

This study investigated practices, attitudes, and behaviors that experienced teachers used to moti-

vate middle school students. Participants were 10 teachers from one Virginia middle school. The teachers' classroom behaviors and teacher-student interactions were observed. Teachers completed interviews that asked about: their definition of motivation; characteristics of motivated and unmotivated students; general practices and behaviors that motivated students, including those used by the interviewee and those observed to be used specifically by other teachers; and observed connections between parent influences and student motivation. Results indicated that establishing a positive teacher-student relationship was a strong motivator. Teacher ability to meet diverse students' needs was a motivating factor. When teachers presented connections between students' lives beyond the classroom and the material presented in school, students were motivated. Extrinsic motivators were only advocated as a means of getting total classroom involvement. Motivation was lowered when parents assumed student academic responsibility and/or placed excessive stress on the student. Motivation was enhanced when parents created an accepting and supportive relationship with their children while placing value on their children's education. (Contains 28 references.) (SM)

ED 442 786 SP 039 317

Amade-Escot, Chantal

How Students Manage the Didactic Contract? Contribution of the Didactic Perspective to Research in Physical Education Classroom.

Pub Date—2000-04-00

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Didacticism, Middle School Students, Middle Schools, *Physical Education

Identifiers—*Didactic Teaching, Ecological Perspective, Following Directions, *Task Engagement

This study investigated how and why students modified instructional tasks, explaining modifications using the concept of didactic contract. The study focused on two theoretical perspectives in physical education (PE) research: didactic and ecological. The didactic paradigm examines relationships among teachers, students, and the content embedded in tasks during academic work. Didactic contract refers to the part of the negotiation process related to academic work. The ecological approach states that the ecology of PE focuses on cooperation rather than academic work. Teachers maintain cooperation by reducing demands in the instructional system. This study investigated how students' relationship to the content taught determined the modification of the task, influenced their work, and affected academic achievement. Data were collected during a middle school volleyball unit via field notes, teacher interviews, and videotaped lessons. Usually, students modified the stated task. Continual, inevitable changes in the content taught were observed when it was brought into play in the instructional system. This is congruent with the ecological perspective. Students stretched the didactic contract to test their capabilities in successfully completing the task. This caused a breach in the didactic contract. Such breaches were due to the teaching-learning process itself rather than poor accountability. (Contains 13 references.) (SM)

ED 442 787 SP 039 318

Review of Gender Equity in Interscholastic Athletic Opportunities in Minnesota's Secondary Schools.

Minnesota State Office of the Attorney General, St. Paul.

Pub Date—1998-00-00

Note—78p.

Available from—Minnesota State Office of the Attorney General, 445 Minnesota Street, Suite

1050, St. Paul, MN 55101-2109.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Athletes, *Athletics, Educational Legislation, *Equal Education, *Females, High School Students, High Schools, *Sex Discrimination, *Sex Fairness

Identifiers—*Minnesota, Title IX Education Amendments 1972

This report presents data on gender equity in Minnesota secondary schools' interscholastic athletics, noting changes following the Education Amendments of 1972 (Title IX). Previous studies found that most schools did not survey their students' athletic interests, and girls' participation in athletics varied by school. This report used data collected through requests to Minnesota schools under the Minnesota Government Data Practices Act. Data were collected on girls' participation and the use of student interest surveys. Results indicated that many schools had made significant progress toward gender equity in athletics. Where opportunities existed, girls were participating in athletics, and their participation was growing. However, participation of boys and girls was not substantially proportionate in all schools. State-level participation data were incomplete, incorrect, and underutilized. Most schools were not regularly surveying students' sports interests, and many athletic directors viewed interest surveys as a burden. The six appendixes, which comprise the bulk of this document, are: "Alphabetical Listing of Schools (Cross Reference)"; "Raw Participation Data, 1995-1996"; "Participation Data 1995-1996 Proportionality Analysis"; "Letter to Title IX Coordinators from Office of the Attorney General (Data Practices Request)"; "Interest Survey Data"; and "Analysis of Interest Survey Data." (SM)

ED 442 788

SP 039 319

Parsons, Beverly

Dynamics of the Education System Affecting Professional Development. From the Evaluation of the National Foundation for the Improvement of Education's "A Change of Course" Initiative.

InSites, Boulder, CO.

Pub Date—1999-12-00

Note—19p.; Paper presented at the Annual Meeting of the National Staff Development Council (Dallas, TX, December 4-8, 1999).

Available from—InSites, 1460 Quince Avenue, Suite 101, Boulder, CO 80304-1157; Tel: 303-449-1190; Fax: 303-247-1793; E-mail: bevandpar@aol.com. For full text: <http://www.InSites.org>.

Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Communications, Cooperative Planning, Educational Policy, Elementary Secondary Education, *Faculty Development, Leadership, Power Structure, Resources, Strategic Planning, Teacher Associations, Teacher Collaboration, *Teacher Improvement

This paper discusses dynamics of educational systems that can influence professional development. It begins by suggesting that adjusting education systems to support sustained, high-quality professional development for all teachers can be compared to developing dynamic, passionate orchestras whose productions touch their audiences and bring joy and energy to their members. The paper goes on to present descriptions of and questions to consider related to: philosophy, vision, and mission of professional development; professional development activities and impacts; collaboration; context and climate; leadership, politics, and power; teachers' association roles; communications (methods of engaging the public, teachers, students, and others in decisionmaking and learning); strategic plans and the planning process; state and local governmental and teachers' association policies; and resources. An appendix presents factors influencing the success of collaboration (environment, membership, process/structure, communication, purpose, and resources). (SM)

ED 442 789

SP 039 321

Marsh, Herbert W. Craven, Rhonda G. McInerney, Dennis Debus, Raymond L.

Evaluation of the Big-Two-Factor Theory of Motivation Orientations: An Evaluation of Jingle-Jangle Fallacies.

Spons Agency—Australian Research Council.

Pub Date—2000-04-15

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Age Differences, Elementary Education, Elementary School Students, Sex Differences, *Student Motivation

Identifiers—Confirmatory Factor Analysis, *Motivational Orientation

Motivation orientation research consistently finds two factors, Performance and Learning, that overlap substantially with other factors coming from different theoretical perspectives of motivation. Similar to related work in the Big-Five Theory of Personality, researchers posited a Big-Two-Factor Theory of motivation orientation and evaluated the implicit assumption that selected motivation constructs can be represented as higher-order Performance and Learning factors. They collected test-retest data (multi-item scales designed to measure eight motivational constructs) from elementary school students. Confirmatory factor analyses (CFAs) provided good support for each of the eight scales. Higher order CFA models fit the data reasonably well for each time considered separately and the well-defined, higher-order Learning and Performance factors. For combined pretest/posttest data, the substantial test-retest correlations for first-order factors were not adequately explained by higher order factors. A multi-cohort, multi-occasion analysis of mean differences showed strictly linear declines that were smaller for Learning-related scales than Performance-related scales. While results supported the Big-Two-Factor Theory, there was considerable variance in each of the eight scales that was reliable at any one time and stable over time but unexplained by the higher-order factors. (Contains 72 references.) (SM)

ED 442 790

SP 039 322

Marsh, Herbert W. Kong, Chit-Kwong Hau, Kit-Tai

Longitudinal Multilevel Models of the Big-Fish Little Pond Effect on Academic Self-Concept: Counterbalancing Contrast and Reflected Glory Effects in Hong Kong Schools.

Spons Agency—Australian Research Council.

Pub Date—1999-06-08

Note—47p.; "This longitudinal study is part of an ongoing educational policy research project that was initiated by the Educational Research Section of the Hong Kong Education Department." The first author's travel was partially funded by the Chinese University of Hong Kong.

Pub Type— Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Foreign Countries, High School Students, High Schools, *Self Concept, *Student Attitudes

Identifiers—*Big Fish Little Pond Effect, *Hong Kong

Longitudinal multilevel path models (7,997 students, 44 high schools, 4 years) evaluated the effects of school-average achievement and perceived school status on academic self-concept in Hong Kong, a collectivist culture with a highly achievement-segregated high school system. Consistent with a priori predictions based on the big-fish-little-pond effect (BFLPE), higher school-average achievements led to lower academic self-concepts (contrast effect), whereas higher perceived school status had a counterbalancing positive effect on self-concept (reflected glory, assimilation effect). The negative BFLPE was the net effect of counterbalancing influences, stronger negative contrast effects, and weaker positive assimilation effects, so that controlling perceived

school status led to purer, and even more negative, contrast effects. Attending a school where school-average achievement is high simultaneously results in a more demanding basis of comparison for one's own accomplishments (the stronger negative contrast effect) and a source of pride (the weaker positive assimilation effect). (Contains 57 references.) (Author/SM)

ED 442 791

SP 039 323

DePaul, Amy

Survival Guide for New Teachers: How New Teachers Can Work Effectively with Veteran Teachers, Parents, Principals, and Teacher Educators.

Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —ORAD-2000-1001

Pub Date—2000-05-00

Note—34p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type— Guides - Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Beginning Teacher Induction, *Beginning Teachers, *College School Cooperation, Discipline, Elementary Secondary Education, Faculty Development, Higher Education, Mentors, *Parent Teacher Cooperation, Partnerships in Education, Principals, *Teacher Administrator Relationship, *Teacher Collaboration, Teaching Experience

Identifiers—Student Loan Marketing Association

This book presents the reflections of 53 award-winning first-year teachers who talk candidly about their successes and setbacks, emphasizing the relationships they formed with colleagues, university professors, and students' parents. It is based on discussions sparked by questions about supports that they needed in their first year of teaching and on their essays from the Sallie Mae First Class Teacher contest. Section 1 presents a message for new teachers that stresses the importance of support and describes new initiatives and national attention to the issue. Section 2 discusses working with veteran teachers, noting rewards and drawbacks. Section 3 focuses on working with parents, explaining why it is important and how to connect with parents. Section 4 discusses working with principals, looking at issues related to professional development, mentors, and discipline. Section 5 examines working with college and university education professors, discussing partnerships with local institutions. Section 6 concludes that first-year teachers need more support. A list of resources for beginning teachers is included. (Contains 16 resources.) (SM)

ED 442 792

SP 039 324

Glennen, Robert E. Martin, David J.

The Hubbard Summer Academy for Future Teachers: Implications for Teacher Education.

Emporia State Univ., KS. Jones Inst. for Educational Excellence.

Pub Date—2000-02-00

Note—41p.

Available from—University Printing Services, Campus Box 4043, 150 Cremer Hall, Emporia State University, Emporia, KS 66801.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Career Choice, College Bound Students, Elementary Secondary Education, High School Seniors, High Schools, Higher Education, *Preservice Teacher Education, Student Attitudes, *Summer Programs, Teaching (Occupation)

Identifiers—Emporia State University KS

This study surveyed participants in the Hubbard Summer Academy for Future Teachers at Emporia State University, Kansas, which is designed to take the best and brightest high school seniors who are interested in becoming teachers and help them better understand what teachers do. The survey was mailed to all Summer Academy students who had graduated from the program between 1989-97. It sought information on: background and identifying

data (name, age, address, Social Security number, family educational level, and income); college status (school attended, major, degrees received, grade point average, scholarships, and employment); and current employment and role they fulfilled if they were teaching. Respondents also provided information on civic and community activities, leisure time activities and hobbies, and the strongest aspects of the Summer Academy. Analysis of data from 116 respondents indicated that most participants were female, age 18-27 years, white, and unmarried. Students who attended the academy were very likely to pursue education as a career. Most respondents stayed in Kansas to obtain their education, and a large percentage chose Emporia State University. Respondents said that the Academy provided a valuable tool for helping them develop a clearer understanding of the field. The survey is appended. (Contains 11 references.) (SM)

ED 442 793 SP 039 325

Shapley, Kelly S. Cooter, Kathleen S. Cooter, Robert B., Jr.

Challenges for Literacy Instruction: The Role of Teacher Capacity Building in the Dallas Reading Plan.

Pub Date—1999-11-00

Note—56p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Elementary Education, Elementary School Students, Elementary School Teachers, Faculty Development, Inservice Teacher Education, *Literacy Education, Management Development, Principals, Program Effectiveness, *Reading Achievement, *Reading Instruction, Urban Schools

Identifiers—Dallas Independent School District TX

This study examined the role of teacher capacity building in the Dallas Reading Plan, a 5-year, systemic reform initiative committed to enhancing students' reading achievement, emphasizing the redesigned Reading Academy, a trainer of trainers delivery system that supported educators' knowledge acquisition. Implementation and outcome data were collected for 144 elementary schools throughout the 1997-98 school year, during which time teachers, principals, librarians, and aides received training. The study investigated: the nature of the delivery system and training model; the extent to which training impacted participants' knowledge and classroom practices; the extent to which students' reading achievement changed as a result of reform initiatives; and how the Reading Academy was redesigned to meet participants' needs. Data collection included classroom observations, surveys of teachers and principals, student academic achievement data (from the district database), and focus groups. Participants rated the training highly. The training model enabled most teachers to receive a consistent message on critical instructional methods. Teachers integrated many of the instructional methods into classroom practice. There was considerable variance in the quality of instruction delivered by individual teachers. Student reading outcomes declined from first to third grade. (Contains 33 references.) (SM)

ED 442 794 SP 039 326

Joseph, Pamela Bolotin

Teaching about "The Moral Classroom": A Moral Lens for Reflecting on Practice.

Pub Date—2000-04-25

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, *Ethical Instruction, Faculty Development, Higher Education, Inservice Teacher Education, *Moral Development, *Moral Values, Preservice Teacher Edu-

cation, Teacher Attitudes, *Teacher Improvement, Teacher Role

Identifiers—*Moral Behavior

This paper presents the theoretical perspectives that supported one university instructor's rationale for teaching seminars on the Moral Classroom, examining her understanding of her experiences. The first section discusses her rationale for offering the Moral Classroom for new practitioners and experienced teachers, which stemmed from three perspectives: the teacher education literature about the moral dimensions of teaching; moral development theory (particularly as related to moral complexity); and the concept of moral imagination from the fields of philosophy, psychology, and education. The next section offers an overview of the seminars, focusing on: the curricular choices the instructor made in developing the content and activities; the students' questions that initially drew them to the seminars; what the students considered valuable aspects of the course; and descriptions of several individuals' work in the seminars. Successes in teaching these seminars included: students gained a variety of insights, learning to view themselves as moral educators rather than just classroom managers; many learned to see the role of teacher as a moral presence; and students acquired a moral language to talk about the dilemmas in teaching in their schools. An appendix presents the Moral Classroom reading assignments. (Contains 53 references.) (SM)

ED 442 795 SP 039 327

Howard-Vital, Michelle R.

Teaching and Learning in the 21st Century.

Pub Date—2000-05-07

Note—7p.; Distinguished Alum Address presented at the College of Education Commencement, University of Illinois at Chicago (Chicago, IL, May 7, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Literacy, *Computer Uses in Education, Educational Change, Educational Quality, *Educational Technology, Elementary Secondary Education, *Information Technology

This commencement address reflects on what students should learn in a core curriculum, what good learning environments should be like, and what quality teaching will look like in the future. It examines changes in education over the years, discussing the transformation in teaching and learning brought about by information technology. In this information-laden world, it is essential for teachers to prepare students with tools to interpret information and manage its meaning in their technology-driven lifestyles. Ultimately, instruction should be designed to help students understand how they learn best, allowing them to experiment with numerous learning strategies. Successful students should be able to demonstrate they have learned and understood the processes involved in establishing a long memory, associating information with previous knowledge, and using mnemonic devices to stimulate memory. Mentoring and guiding individuals as they enhance their learning strategies becomes the focus of teaching. With today's communication tools, teachers should be able to construct learning contexts that appeal to the learning styles of 21st-century students. Communications technologies are the catalyst for a paradigm shift in the delivery of education that is inextricably linked to the political, technological, social, and economic context of American education. (SM)

ED 442 796 SP 039 328

Hammond, Ormond W. Onikama, Denise L.

At Risk Teachers.

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1997-00-00

Note—7p.

Available from—Pacific Resources for Education and Learning, 828 Fort Street Mall, Suite 500,

Honolulu, HI 96813-4321.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Influences, Elementary Secondary Education, *Employee Absenteeism, *Faculty Mobility, Foreign Countries, Job Satisfaction, Teacher Attendance, *Teacher Burnout, Teacher Characteristics, Teachers, *Teaching Conditions

Identifiers—Pacific Region

This paper examines research on risk factors affecting teachers, noting that teachers encounter daily challenges and stresses in working with today's students. Risk is difficult to define. Consequences of risk can include stress and burnout, absenteeism, and attrition. Research shows that everyday events, even positive ones, cause stress, and chronic and traumatic negative stress can lead to many forms of illness and maladjustment. Leading stressors include student misbehavior and teachers' own characteristics. Symptoms of stress and burnout include anger, anxiety, depression, fatigue, frustration, substance abuse, psychosomatic symptoms, family crises, and reduction in commitment to students. School reform and working conditions can contribute to teacher burnout. Teachers' attendance is influenced by both organizational practices and attendance barriers (transportation, illness, and family responsibilities). Teachers with higher job satisfaction and involvement tend to be absent less frequently. The immediate atmosphere of the school environment is a primary reason for teacher attrition. Many external, employment, and personal factors contribute to teacher attrition. There are some unique patterns of risk factors in Pacific schools that relate to cultural events, environmental factors, family/village social roles, and culturally sanctioned time off. A graphical representation of what research suggests about risk factors is presented. (Contains 22 references.) (SM)

ED 442 797 SP 039 329

Kemp, Leroy, Ed.

Research in Teacher Education. Technology

Competencies in Teacher Education. An Evaluation To Guide Implementation of Beginning Teacher Technology Competencies. Minnesota State Univ., Mankato. College of Education.

Pub Date—2000-01-00

Note—82p.; "A Research Report Prepared for Minnesota State Colleges & Universities and The Council on Professional Education." Minnesota's Chapter 384 Legislation Teacher Education Technology and Graduation Rule funding supported this research project, printing, and dissemination.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Standards, *Beginning Teachers, *Computer Literacy, *Computer Uses in Education, *Educational Technology, Elementary Secondary Education, Higher Education, Parent Attitudes, Preservice Teacher Education, Student Teacher Attitudes, *Student Teachers, *Teacher Competencies

This quantitative and qualitative study examined self-reported perceptions of student teachers, inservice teachers, parents, and community members regarding beginning and preservice teachers' levels of technological competence, focusing on (1) how well beginning teachers were able to apply these technology competencies; (2) where the gaps were between the teacher education curriculum and beginning teacher technology competence; and (3) what supports higher education faculty, P-12 administrators, and policymakers need to provide to ensure that beginning teachers can apply expected levels of technology competencies in teaching. Data from surveys and focus groups with student teachers, inservice teachers, parents, and community members indicated that while beginning and preservice teachers did indeed use and infuse technology throughout the curriculum, all of these skills were not acquired during their professional education. The only skills they acquired during their academic training were basic technology skills such as word

processing and keyboarding. There was a definite gap in introducing beginning and preservice teachers to emerging technologies. Respondents indicated needs and/or concerns in the areas of: beginning teacher preparation; addressing differing student needs; continuing education for inservice teachers; modeling by faculty; and access to current technology. The appendixes present the surveys, tables and graphs, and a response summary. (SM)

ED 442 798 SP 039 331

Littleton, Denise M.

Preparing Paraprofessionals as Teachers for the Urban Classroom: A University/School Collaborative Model.

Spons Agency—DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.

Pub Date—1998-00-00

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alternative Teacher Certification, Curriculum Development, Diversity (Faculty), Elementary Secondary Education, Higher Education, *Minority Group Teachers, *Paraprofessional School Personnel, Preservice Teacher Education, Student Recruitment, Teacher Collaboration, *Urban Schools

Identifiers—Norfolk State University VA

This article describes efforts at Norfolk State University, Virginia, to train substitute teachers, teacher aides, and other paraprofessionals to become certified teachers. The program incorporates four recruitment principles: concern for various aspects of the issue and readiness to tackle them; commitment to the program; collaboration among all involved; and creativity in developing the program. Its goals are to: increase the quantity of teachers, specifically minorities and males; increase the quality of instruction for urban children; and enhance the university's teacher preparation and inservice teacher development programs. The paper describes selection and recruitment procedures; eligibility criteria; and curriculum development. Ongoing workshops and seminars are described. They focus on: respectful attitudes and beliefs that all children can learn; knowing students by becoming familiar with their homes, cultures, and communities; providing stimulating, challenging, and meaningful instruction; identifying local community and agency support to meet students' needs; and managing the classroom. Academic and nonacademic support services are provided to participants as needed. Program evaluation indicates that it has strong support services; useful seminars; collaborative college-school relationships; institutional support; staff commitment; and a good reputation. Results suggest that preparing paraprofessionals as teachers for urban classrooms is one way to increase teacher diversity. (Contains 22 references.) (SM)

Evaluation, Reading Achievement, *Time Factors (Learning)

Identifiers—*Austin Independent School District TX

The Optional Extended Year (OEY) program was initiated in Texas in 1995 and was first implemented in the Austin Independent School District (AISD) in 1996. The OEY is designed to add an extended school year and reduce student retention through four school-day options: (1) extended day; (2) extended week; (3) intersessions for year-round schools; and (4) summer school. Participating schools have latitude in the type of student support that is offered, and the faculty and administration of each school select their own methods of monitoring student performance. In 1998-1999 65 schools (50 elementary and 15 middle schools) offered OEY programs attended by 4,380 students. Retention rates for OEY students increased that year, a fact that is partially explained by an increase in program participation and a change in the OEY promotion policy. Results from the Texas Assessment of Academic Skills (TAAS) suggest that the OEY extended week program is particularly successful with middle school students, but no similar pattern could be determined for elementary schools. Overall, however, middle school students who participated in OEY had lower TAAS passing rates than elementary school students. It is suggested that administrators study objective-level TAAS data for program participants when planning future OEY opportunities. (SLD)

ED 442 800 TM 031 217

Koehler, Holly

Excel through Innovation. Evaluation Report, 1998-99.

Austin Independent School District, TX. Office of Program Evaluation.

Report No.—AISD-OPE-98.06

Pub Date—2000-01-00

Note—111p.; For the 1997-98 report, see ED 428 129.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Educational Innovation, Elementary Education, *Elementary School Students, Literacy, Mathematics, Parent Participation, *Principals, Program Effectiveness, Program Evaluation, Reading

Identifiers—*Austin Independent School District TX, Texas Assessment of Academic Skills

Excel through Innovation (Excel) is a local funding initiative of the Austin Independent School District (AISD), Texas, created to enhance elementary student achievement through innovative programs designed at the campus level for the specific students served. By 1998, 68 campuses were receiving Excel funds. In spring 1998, principals of the Excel schools completed grant continuation surveys, and in 1999, principals completed an additional evaluation survey. The evaluations showed that 20% of the campuses met all of their benchmarks for this standardized test set. Forty-two percent met none of their TAAS benchmarks. Some 38% of campuses met all of their non-TAAS benchmarks. Instructional programs varied a great deal in type and in degree of innovation. The most common uses of Excel funds were mathematics, literacy, writing, parental involvement, and science. Campus staff development programs varied in cohesiveness and in the degree to which they were related to instructional programs. The most common topics were literacy, mathematics, assessment, technology, and curriculum alignment/unit development. The majority of Excel principals reported that the program had favorable impacts on student achievement, and most reported that the Excel budgets were adequate for their Excel program needs. After examining program evaluation results, the evaluators recommend that program funds be allocated competitively and that campus funds should be monitored more closely. Three appendixes describe Excel program costs by campus for three school years. (SLD)

ED 442 801 TM 031 218

Huang, Chi-Yu Kalohn, John C. Lin, Chuan-Ju Spray, Judith

Estimating Item Parameters from Classical Indices for Item Pool Development with a Computerized Classification Test. ACT Research Report Series.

American Coll. Testing Program, Iowa City, IA. Report No.—ACT-RR-2000-4

Pub Date—2000-03-00

Note—30p.; Portions of the paper presented at the Annual Meeting of the Psychometric Society (Lawrence, KS, 1999).

Available from—ACT Research Report Series, P.O. Box 168, Iowa City, IA 52243-0168.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classification, *Computer Assisted Testing, *Estimation (Mathematics), Item Banks, Item Response Theory

Identifiers—*Item Parameters, Three Parameter Model

Item pools supporting computer-based tests are not always completely calibrated. Occasionally, only a small subset of the items in the pool may have actual calibrations, while the remainder of the items may only have classical item statistics, (e.g., "p"-values, point-biserial correlation coefficients, or biserial correlation coefficients). Transformations can be applied to the classical statistics to obtain rough estimates of the item parameters from a three-parameter logistic item response model. These estimates, in turn, can be improved by linking them to items with actual calibrations from a program such as BILOG. The resulting item parameter estimates can then be used in a computerized classification test (CCT). An evaluation of the results of using such estimated parameters in simulated CCTs is presented in this paper. Seven simulated item pools were used. Results lead to the suggestion that when considering use of such augmented parameter estimates as those produced by the linking procedures in this paper, consideration be given to the sources of possible error and their effects on the outcomes of the test. (Contains 12 tables and 6 figures.) (SLD)

ED 442 802 TM 031 220

Fenton, Ray Straugh, Tom Stofflet, Fred Garrison, Steve

Improving the Validity and Reliability of Large Scale Writing Assessment.

Pub Date—2000-04-25

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Available from—Department of Assessment and Evaluation, Anchorage School District, Curriculum and Instruction Support Center, 1901 South Bragaw, Anchorage, AK 99508. Tel: 907-787-3829.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change, Elementary School Students, Intermediate Grades, *Scoring, Secondary Education, Secondary School Students, *Student Evaluation, *Test Construction, Training, *Validity, *Writing Tests

Identifiers—Anchorage School District AK, *Large Scale Assessment, Reform Efforts

This paper examines the efforts of the Anchorage School District, Alaska, to improve the validity of its writing assessment as a useful tool for the training of teachers and the characterization of the quality of student writing. The paper examines how a number of changes in the process and scoring of the Anchorage Writing Assessment affected the ability to generate consistent ratings of student work. Descriptive statistics from the 1997-1998 and 1999-2000 Anchorage writing assessments for grades 5, 7, and 9 are presented. The writing folio and teacher directions were changes to encourage teachers and students to follow the step-by-step process, encourage editing, and help students recall the traits of good writing. No special student preparation was

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ED 442 799 TM 031 216

Washington, Wanda

Optional Extended Year Program. FEED-BACK.

Austin Independent School District, TX. Office of Program Evaluation.

Report No.—AISD-OPE-98.15

Pub Date—2000-02-00

Note—6p.; For the evaluation of the 1997-1998 school year program, see ED 428 107.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Education, *Elementary School Students, Elementary School Teachers, Extended School Day, *Extended School Year, *Grade Repetition, Mathematics Achievement, *Middle School Students, Middle Schools, Program

made, but new prompts were developed, with two parallel prompts at each grade level. Allowing student choice of a prompt was a major change that was expected to have a positive effect on the quality of student writing. A more diverse group of raters and scorers was established, with a smaller proportion of teachers than before and less time for scorer training. In the 1999-2000 assessment, scorers were given anchor papers to improve consistency. The size of scoring groups was reduced, and scorers were given more positive feedback. Empirical results from the assessments show that the changes did not result in an increased reliability of scoring and did not improve the role that scores play as valid indicators of student performance as writers. Additional study will be necessary to achieve the assessments' goals. (Contains 32 tables and 28 references.) (SLD)

ED 442 803 TM 031 221

Can Philanthropy Fix Our Schools? Appraising Walter Annenberg's \$500 Million Gift to Public Education. Case Studies: New York City by Raymond Domanico; Philadelphia by Carol Innerst; Chicago by Alexander Russo.

Thomas B. Fordham Foundation, Washington, DC.

Pub Date—2000-04-00

Note—65p.; "Afterword by Chester E. Finn, Jr. and Marci Kanstoroom."

Available from—Thomas B. Fordham Foundation, 1627 K Street, N.W., Suite 600, Washington, D.C. 20006. Tel: 888-TBF-7474. For full text: <http://www.edexcellence.net>.

Pub Type—Collected Works - General (020) — Reports - Evaluative (142)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Case Studies, Disadvantaged Youth, *Educational Change, Elementary Secondary Education, *Grants, *Private Financial Support, Program Evaluation, *Urban Schools

Identifiers—*Annenberg Foundation, *Challenge Grants, Reform Efforts

The best-known model for large-scale private giving to foster education reform is Walter Annenberg's \$500 million gift to U.S. public education in 1993. The biggest chunk of this money was used to fund challenge grants in the nine largest U.S. cities. The three case studies and commentary in this report evaluate the success of the Annenberg Challenge grant in three of these cities: New York City, Philadelphia, and Chicago. Overall, they find that the schools systems on the whole have been largely unresponsive. It is concluded that the reason that these grants did not accomplish more was because the idea on which they were based, that public schools lack expertise and that talented and motivated outsiders working with the system can provide it, is wrong. The essays in this collection are: (1) "Foreword" (Chester E. Finn, Jr.); (2) "Introduction: An Unprecedented Challenge" (Raymond Domanico); (3) "A Small Footprint on the Nation's Largest School System" (Raymond Domanico); (4) "Grant Brings High Hopes, Modest Gains to Philadelphia School Reform" (Carol Innerst); (5) "From Frontline Leader to Rearguard Action: The Chicago Annenberg Challenge" (Alexander Russo); and (6) "Afterword: Lessons from the Annenberg Challenge" (Chester E. Finn, Jr. and Marci Kanstoroom). (Contains 19 references.) (SLD)

ED 442 804 TM 031 223

Carnine, Douglas

Why Education Experts Resist Effective Practices (And What It Would Take To Make Education More Like Medicine).

Thomas B. Fordham Foundation, Washington, DC.

Pub Date—2000-04-00

Note—19p.

Available from—Thomas B. Fordham Foundation, 1627 K Street, N.W., Suite 600, Washington, D.C. 20006. Tel: 888-TBF-7474. For full text: <http://www.edexcellence.net>.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Educational Change, *Educational Practices, Educa-

tional Research, Elementary Secondary Education, *Instructional Effectiveness, *Professional Development, Teacher Attitudes, Teacher Education, *Teacher Educators, *Theory Practice Relationship

Identifiers—*Reform Efforts

Education school professors in general and curriculum and instruction experts in particular are major forces in dictating the "what" and "how" of U.S. education. Although they wield immense power over what is actually taught in the classroom, these professors are senior members of a field that lacks many features of a fully developed profession. The judgments of education "experts" frequently appear to be unconstrained and sometimes altogether unaffected by objective research. The first section of this essay provides examples from reading and mathematics curricula that show experts dispensing unproven methods and flitting from one fad to another. The middle section describes how experts, for ideological reasons, have shunned some solutions that do display robust evidence of efficacy. The following sections show how public impatience has forced other professions to "grow up" and accept accountability and scientific evidence. The paper concludes with a plea to develop education into a mature profession. (Contains 27 endnotes.) (SLD)

ED 442 805 TM 031 225

Austin Collaborative for Mathematics Education, 1998-1999 Annual Report.

Austin Independent School District, TX. Office of Program Evaluation.

Report No. —AISD-OPE-98.14

Pub Date—1999-12-00

Note—78p.; For the 1997-98 report, see ED 428 103.

Available from—Austin Independent School District, Department of Accountability, Office of Program Evaluation, 1111 W. Sixth Street, Austin, TX 78703.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Educational Improvement, Elementary Education, *Elementary School Students, *Inservice Teacher Education, *Mathematics Education, *Middle School Students, Middle Schools, *Professional Development, Questionnaires

Identifiers—*Austin Independent School District TX

The Austin Collaborative for Mathematics Education (ACME) is a systemwide initiative to improve mathematics education in all elementary and middle school classrooms in the Austin Independent School District (AISD), Texas. The initiative, funded by the National Science Foundation, provides long-term, high quality professional development to build the instructional capacity of more than 2,000 AISD mathematics teachers. This evaluation describes ACME professional development in its second year of implementation. It focuses on the roles and teamwork of ACME professional development facilitators, teachers' experiences in ACME professional development, effects on teachers' knowledge and skills, and implementation of the ACME. Data were gathered through: (1) questionnaires completed by 237 teachers and 83 principals; (2) interviews with 10 teachers, as well as administrators and ACME staff; (3) observations of professional development and 50 classroom mathematics lessons; and (4) examination of district documents. A key ACME strength was the way ACME core members work together and their vision of high quality standards-based professional development. ACME professional development provides many opportunities for teachers who engage in its activities actively. Some challenges were identified, mainly in finding ways to improve teachers' participation within the professional development sessions. Appendixes contain the teacher questionnaire, the teacher interview form, the principal questionnaire, the classroom observation guide and protocol, the post-observation interview guide, and other surveys and interview guides. (Contains 12 references.) (SLD)

ED 442 806

Lewis, Anne

High Stakes Testing: Trends and Issues. Policy Brief.

Mid-Continent Research for Education and Learning, Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-04-00

Contract—RJ96006101

Note—10p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Accountability, Achievement Tests, *Educational Policy, Elementary Secondary Education, *High Stakes Tests, Policy Formation, *Standardized Tests, *Test Use

This brief considers the use of high-stakes testing. Much of the fanfare accompanying "get tough" policies for failing students and schools has tempered as policymakers begin to see the complexity of raising student achievement dramatically in a short period of time. Education assessment systems are improving, but they are not as good as policymakers assume or as students deserve. Even the most severe critics of high-stakes testing acknowledge that assessments are necessary for accountability and diagnostic purposes, but relying on a single test for decisions about systems and individual students is fraught with difficulties. Using multiple measures could encourage schools to focus less on a single measure and more on improving achievement generally. In considering the issue of high-stakes tests, it is necessary to assure that the tests are psychometrically and technically sound and to determine the impact on teacher and student behavior. It is also necessary to ensure that the tests will pass legal review and that tests really contribute to accountability. (Contains 16 references.) (SLD)

ED 442 807

Goodwin, Bryan

Raising the Achievement of Low-Performing Students. Policy Brief.

Mid-Continent Research for Education and Learning, Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-05-00

Contract—RJ96006101

Note—10p.

Pub Type—Information Analyses (070)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Academic Failure, *Achievement Gains, *Curriculum, Disadvantaged Youth, *Educational Policy, Instructional Effectiveness, *Low Achievement, Minority Groups, Policy Formation

This brief synthesizes seven papers commissioned for a series of meetings convened by Mid-Continent Research for Education and Learning to discuss raising the achievement of low-performing students. The purpose of the brief is to identify some causes of the low performance of marginalized students, and then offer research-based solutions for what district and state policymakers can do to help teachers improve the academic achievement of these students. Reasons for low achievement are grouped into six main areas: (1) weak or inappropriate curricula; (2) ineffective instruction; (3) disengaging classroom discourse; (4) poor student self-concept; (5) unsuccessful adjustment to school culture; and (6) prejudice. Among the ways to improve student achievement are: provide all students with rigorous curricula; help teachers improve instruction; provide support to students; create smaller classes and school units; increase parent involvement; identify and fix the ways low performance is manufactured; and establish strong, yet fair, accountability. (Contains 26 references.) (SLD)

ED 442 808

Bourque, Mary Lyn

Setting Student Performance Standards: The Role of Achievement Level Descriptions in the Standard Setting Process.

Pub Date—2000-04-00

Note—26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, Item Banks, *National Competency Tests, Research Reports, Test Interpretation, *Test Results

Identifiers—*National Assessment of Educational Progress

This paper looks at using descriptions of subject matter content to assist in the development and interpretation of student performance on the National Assessment of Educational Progress (NAEP). These descriptions of content, called achievement level descriptions (ALDs), were initially conceptualized as exemplary statements of the knowledge and skills students should have at the various levels. Gradually, over the past decade the descriptions have evolved into comprehensive, rather than exemplary, statements of assessment content that must reflect the subject matter item pools to ensure consistency. This paper traces the policy development of the ALDs, discusses the various approaches to developing the ALDs over the past 10 years, and reviews the form and function of the ALDs in the current NAEP context. The paper suggests that ALDs should be retained and that they play an important role in shaping the end results from the NAEP and providing replicability in the process. The ALD process seems to be working; however, the ALDs may not serve the reporting function very well. Several approaches could remedy this weakness to help make NAEP results understandable for the U.S. public. (Contains 18 references.) (SLD)

ED 442 809 TM 031 229
Leung, Chi-Keung Chang, Hua-Hua Hau, Kit-Tai
Solving Complex Constraints in a-Stratified Computerized Adaptive Testing Designs.

Pub Date—2000-04-00

Note—17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adaptive Testing, *Computer Assisted Testing, *Selection, Simulation, *Test Construction, Test Items

Identifiers—*Item Exposure (Tests)

Information based item selection methods in computerized adaptive tests (CATs) tend to choose the item that provides maximum information at an examinee's estimated trait level. As a result, these methods can yield extremely skewed item exposure distributions in which items with high "a" values may be overexposed, while those with low "a" values may never be selected. H. Chang and Z. Ying (1999) proposed the a-stratified design (ASTR) that attempts to control the exposure of high "a" items and improve the use of low "a" items simultaneously. To remedy the overexposure problem that may occur in some situations, H. Chang, J. Qian, and Z. Ying (1999) developed the a-stratified with b-blocking method (BASTR) based on ASTR. These two stratified methods have not been tested in situations where complex nonstatistical constraints are imposed. The Weighted Deviation Model (WDM) was proposed by M. Stocking and L. Swanson (1993) to deal with severely constrained item selection in CAT. An adaptation of the general ideas of the WDM to ASTR and BASTR was investigated in this study. Simulation results indicate that both ASTR and BASTR can satisfy more of the non-statistical constraints. The BASTR outperformed the other two methods in that it effectively controlled item exposures, better used the entire pool, and substantially reduced the test-overlap rate. (Contains 3 tables, 1 figure, and 25 references.) (Author/SLD)

ED 442 810

Witta, E. Lea

Effectiveness of Four Methods of Handling Missing Data Using Samples from a National Database.

Pub Date—2000-04-00

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Databases, *National Surveys, *Research Methodology, *Sample Size

Identifiers—*Missing Data, National Education Longitudinal Study 1988

The effectiveness of four methods of handling missing data in reproducing the target sample covariance matrix and mean vector was tested using three levels of incomplete cases: 30%, 50%, and 70%. Data were selected from the National Education Longitudinal Study (NELS) database. Three levels of sample sizes (500, 1000, and 2000) were used. The assumption of missing data completely at random was violated in all samples. Results indicate that listwise deletion was most effective in replicating the target mean vector and covariance matrix. (Contains 2 tables, 1 figure, and 19 references.) (Author/SLD)

ED 442 811

Phye, Gary D.

Engaging Technology & Learning Opportunities: Technology Assessment Tools.

Iowa State Univ. of Science and Technology, Ames.

Pub Date—2000-04-00

Contract—R203-F5000-98

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, *Educational Technology, Elementary Secondary Education, *Evaluation Methods, *Learning, Models, Teacher Attitudes, *Teaching Methods, *Test Construction

This paper focuses on the development of instruments to measure technology integration in learning environments. The model used as the basis for these instruments is the Technology Effectiveness Framework developed at the North Central Regional Educational Laboratory and described in "Designing Learning and Technology for Educational Reform" (B. Jones, J. Nowakowski, C. Rasmussen, and G. Valdez, 1994). Based on this model, the following instruments were developed: (1) a classroom observation instrument; (2) a teacher report of classroom observation; (3) teacher beliefs and practices instrument; (4) teacher technology use instrument; (5) student technology use instrument; and (6) a survey of technology infrastructures. Participants were teachers at 5 high schools at which 35 classroom observations were performed. After pilot testing of the instruments, the instruments were refined. The six instruments work together to produce a picture of how a teacher combines pedagogy and technology in a classroom with access to technology. The instruments are attached. (Author/SLD)

ED 442 812

Henson, Robin K. Kogan, Lori R. Vacha-Haase, Tammi

A Reliability Generalization Study of the Teacher Efficacy Scale and Related Instruments.

Pub Date—2000-04-26

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

TM 031 230

TM 031 231

TM 031 232

2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Error of Measurement, *Generalization, Measurement Techniques, Meta Analysis, *Reliability, *Teacher Effectiveness

Identifiers—*Teacher Efficacy Scale

Teacher efficacy has proven to be an important variable in teacher effectiveness. It is consistently related to positive teaching behaviors and student outcomes. However, the measurement of this construct is the subject of current debate, which includes critical examination of predominant instruments used to assess teacher efficacy. The present study extends this critical evaluation and examines sources of measurement error variance in the Teacher Efficacy Scale (TES), historically the most frequently used instrument in the area. Reliability generalization was used to characterize the typical score reliability for the TES and potential sources of measurement error variance across studies. Other related instruments were also examined with regard to measurement integrity. The 52 articles selected yielded 213 useful observations, and 86 reliability coefficients. Findings suggest that the psychometric difficulties of the general teaching efficacy subscales are problematic with regard to measurement error, but that the TES, with one subscale exception, yielded the most variable reliability coefficients of all the instruments. (Contains 1 figure, 1 table, and 83 references.) (SLD)

ED 442 813

Pommerich, Mary Burden, Timothy

From Simulation to Application: Examinees React to Computerized Testing.

Pub Date—2000-04-00

Note—37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adaptive Testing, *Attitudes, Comparative Analysis, *Computer Assisted Testing, *High School Students, High Schools, Problem Solving, Simulation, *Test Format, Test Items, *Testing Problems

Identifiers—Paper and Pencil Tests

A small-scale study was conducted to compare test-taking strategies, problem-solving strategies, and general impressions about the test across computer and paper-and-pencil administration modes. Thirty-six examinees (high school students) participated in the study. Each examinee took a test in one of the content areas of English, Mathematics, Reading, and Science. In spite of the small sample, observations from the study highlight issues test developers might want to consider in determining how to present a test. Several factors were identified that might lead an examinee to respond to more than just item content when giving an answer: page and line breaks, passage and item layout features, highlighting, and item characteristics. Other factors include navigational features such as scrolling, item review, item preview, and omit capability. Examinee characteristics contributed to many of the observed mode effects, especially examinee carelessness. Care should be taken to ensure that the examinee is responding to item content only and not to inherent features associated with the test administration mode. (Contains 16 references and 16 tables.) (SLD)

ED 442 814

Barnette, J. Jackson McLean, James E.

Use of the Significance Test as a Protection against Spuriously High Standardized Effect Sizes: Introduction of the Protected Effect Size.

Pub Date—2000-04-26

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

TM 031 234

2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Effect Size, Monte Carlo Methods, Simulation, *Statistical Significance, Test Use

The level of standardized effect sizes obtained by chance and the use of significance tests to guard against spuriously high standardized effect sizes were studied. The concept of the "protected effect size" is also introduced. Monte Carlo methods were used to generate data for the study using random normal deviates as the basis for sample means to be compared using one-way analysis of variance. Standardized effect sizes were generated for 5000 replications within each combination of number of groups from 2 to 10 and sample sizes from 5 to 100 in steps of 5, resulting in 900,000 total replications. Results indicate that the significance test does provide some protection against judging spuriously high standardized effect size values as being meaningful. Applying a statistical significance test does substantially reduce the proportion of standardized effect sizes that achieve small, medium, or large criteria levels by chance. Perhaps the arguments should not be about using either statistical significance testing or effect sizes. Instead, the focus should be on finding ways to combine the philosophies and methods of both to make decisions about group differences. (Contains 5 figures, 6 tables, and 36 references.) (SLD)

ED 442 815

TM 031 235

Rosen, Gerald A.

Computer-Based Testing: Test Site Security.

Pub Date—2000-04-00

Note—8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education New Orleans, LA, April 25-27, 2000.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adaptive Testing, *Computer Assisted Testing, *Testing Problems

Identifiers—*Test Security

Computer-based testing places great burdens on all involved parties to ensure test security. A task analysis of test site security might identify the areas of protecting the test, protecting the data, and protecting the environment as essential issues in test security. Protecting the test involves transmission of the examinations, identifying the examinee, and supervising test administration. Protecting the data means ensuring that it does not fall into the wrong hands, while protecting the environment involves many considerations on the part of test administrators. Simplifying the jobs of test administrators may eventually result in tests administered over the Internet, with tests and data residing at the Web site. Such a system might enhance security and simplicity. Three appendixes discuss the role of appointment scheduling software in the protection of the examination, provide an example of a test site data protection system, and contain an example of a system designed for disaster recovery at a central data center. (SLD)

ED 442 816

TM 031 236

Cordogan, Steve Stanciak, Lois

An Examination of the Effects of an Interdisciplinary Curriculum Program on Behavior and Academic Performance in a Suburban High School. (A Compilation from the First Three Years of a Four-Year Study).

Pub Date—2000-04-00

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Attendance, *Curriculum Development, Disadvantaged Youth, *High School Students, High Schools, *Instructional Effectiveness, *Interdisciplinary Approach, Program Effectiveness, Program Evaluation,

*Student Attitudes, Suburban Schools, Teacher Attitudes

An interdisciplinary curriculum program was introduced at a suburban high school almost 1,700 students when the school became eligible for a Chapter 1 program grant for academically at risk students. The interdisciplinary program, which integrated English, Algebra, Biology, and World History, developed and was expanded to all students, including an honors group. This study focuses on students in the Class of 2000, tracking the initial members of the class and subsequent enrollees. So far, the study has followed these students through 3 years; fourth-year additions will be grades for these students' senior year, in which there are no interdisciplinary classes, and college attendance rates. The first 3 years of the study have shown that behaviors by students in the interdisciplinary program are more positive than those for discipline-based students, as indicated by lower absence and suspension rates. Academic performance of interdisciplinary students is higher, and scores on the Iowa Test of Educational Development are equal or higher for the interdisciplinary group. Teachers of the interdisciplinary program expressed a strong preference for the instructional approach. An appendix contains a chart of Iowa Test of Educational Development scores. (SLD)

ED 442 817

TM 031 237

Shermis, Mark D. Averitt, Jason

Where Did All the Data Go? Internet Security for Web-Based Assessments.

Pub Date—2000-04-00

Note—32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Computer Security, *Data Analysis, Performance Based Assessment, *World Wide Web

The purpose of this paper is to enumerate a series of security steps that might be taken by those individuals or organizations that are contemplating Web-based tests and performance assessments. From a security viewpoint, much of what goes on with Web-based transactions is similar to other general computer activity, but the recommendations focus on what can be done to avoid data compromise and loss or to resurrect such information should it be modified. Some very specific advice is offered. An appendix lists Web sites to visit about security. (Contains 12 references.) (SLD)

ED 442 818

TM 031 238

Brown, Richard S.

Using Latent Class Analysis To Set Academic Performance Standards.

Pub Date—2000-04-00

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Academic Standards, *Junior High School Students, Junior High Schools, Mathematics, Performance Based Assessment, Performance Factors, Responses, *Student Evaluation

Identifiers—*Latent Class Analysis, *Standard Setting

The use of latent class analysis for establishing student performance standards was studied. Latent class analysis (LCA) is an established procedure for investigating the latent structure of a set of data. LCA presumes that groups, classes, or respondents differ qualitatively from one another, and that these differences account for all of the relationships in the data. A student assessment instrument was developed consisting of a 10-item multiple choice component and 2 performance assessment tasks. The instrument was completed by 191 seventh and eighth grade mathematics students. The latent class

procedures provided information regarding the qualitative differences among the student responses. A series of latent class models was explored using binary and continuous indicators. For this sample of student responses, the LCA procedure indicated that a two-group structure was the most appropriate model for explaining the differences in student performance. Perhaps the most important finding from the study deals with the extent to which the varying standard-setting procedures rendered comparable conclusions regarding what constitutes proficient performance. Another implication of the findings is that if empirical methods can be shown to render determinations regarding student proficiency that are comparable to the more common, and more costly, judgmental approaches, these methods could be used more often to support the determinations made with the judgmental approaches. An appendix contains the developed student assessment instrument. (Contains 2 figures, 10 tables, and 70 references.) (SLD)

ED 442 819

TM 031 239

Meier, Deborah

Will Standards Save Public Education? New Democracy Forum Series.

Report No.—ISBN-0-8070-0441-3

Pub Date—2000-00-00

Note—90p.; "In a New Democracy Forum with Theodore Sizer, Linda Nathan, Abigail Thernstrom, and Others." Edited by Joshua Cohen and Joel Rogers for "Boston Review." Foreword by Jonathan Kozol.

Available from—Beacon Press, 25 Beacon Street, Boston, MA 02108-2892 (\$12). Tel: 617-742-2110; Fax: 617-742-2290.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Academic Standards, Centralization, *Citizenship Education, *Democracy, Elementary Secondary Education

Identifiers—*Standardization

The lead essay in this collection, "Educating a Democracy" by Deborah Meier, rejects the idea of a centralized authority that dictates how and what teachers teach. Standardization prevents citizens from shaping their own schools, classrooms, and communities. Schools teach democratic virtues and provide much of this teaching by example. Standardization can threaten this instruction. The following responses to Meier's essay are included: (1) "No Excuses" (Abigail Thernstrom); (2) "Making a Difference" (Bob Chase); (3) "Expert Opinion" (Gary B. Nash); (4) "Habits of Mind" (Linda Nathan); (5) "The Case for Standards" (Richard J. Murnane); (6) "The Standards Fraud" (William Ayers); and (7) "A Sense of Place" (Theodore Sizer). In closing, Deborah Meier answers these responses. (SLD)

ED 442 820

TM 031 240

Nasser, Fadia

Understanding Students' Statistical Thinking: An Error Analysis Approach.

Pub Date—2000-04-00

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Concept Formation, Females, Foreign Countries, Higher Education, Learning, Multiple Choice Tests, Research Methodology, *Statistics, Student Attitudes, *Undergraduate Students

Identifiers—*Errors, Israel

This exploratory study examined errors that students commit in solving multiple-choice questions about descriptive statistics and basic concepts in research methods. The sample consisted of 81 undergraduate students in an introductory statistics course. The majority (85%) of the participants were female students enrolled in education, sociology, psychology, and arts programs at a major university in Israel. The results indicate that the most fre-

quently detected errors were confusing concepts, misinterpreting descriptive information, applying inappropriate procedures, and applying partial information. Analyses reveal that potential sources of students' errors include assimilation of statistical concepts into inappropriate schema, failure to use knowledge sources, and lack of ability to relate and combine knowledge from different sources. Suggestions for further research are also provided. (Contains 1 figure, 1 table, and 22 references.) (Author/SLD)

ED 442 821 TM 031 241

Walker, Cindy M. Beretvas, S. Natasha

Using Multidimensional versus Unidimensional Ability Estimates To Determine Student Proficiency in Mathematics.

Pub Date—2000-04-00

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Ability, *Elementary School Students, Intermediate Grades, *Junior High School Students, Junior High Schools, *Mathematics Achievement, Mathematics Tests, State Programs, Test Items, Testing Programs

Identifiers—*Item Dimensionality, *Mathematical Communication, Multidimensionality (Tests), Unidimensionality (Tests)

The primary objective of this research was to examine the effect of scoring items known to be multidimensional using a unidimensional model. Although several simulation studies have examined this, few studies have been conducted using data obtained from actual test administrations. In this study, open-ended mathematics items from a mandated state test, previously shown to function differentially in favor of proficient writers, were hypothesized to be multidimensional. (Data were obtained from 65,333 fourth graders and 65,279 seventh graders taking the state mathematics tests.) Only these items comprised the second dimension, considered to be mathematical communication, while all of the mathematics items defined both the unidimensional model and the first factor of the multidimensional model, considered to be general mathematical ability. The pattern of examinee placement into four different proficiency level classifications, previously determined using the book-mark standard setting procedure, was compared for both the unidimensional model and the first dimension of the multidimensional model. The majority of examinees placed into different levels was placed into higher levels of proficiency by the multidimensional model. Further analyses indicated that the average level of mathematical communication differed for examinees placed into different levels by the two models. Examinees with higher estimates of mathematical communication tended to be placed into a higher proficiency level, while those with lower estimates of mathematical communication tended to be placed into lower proficiency levels by the unidimensional model. (Contains 8 tables and 16 references.) (Author/SLD)

ED 442 822 TM 031 242

Bembenutty, Hefer McKeachie, Wilbert J. Lin, Yi-Guang

Emotion Regulation and Test Anxiety: The Contribution of Academic Delay of Gratification.

Pub Date—2000-04-00

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *College Students, *Delay of Gratification, Higher Education, *Learning Strategies, Self Efficacy, Study, *Test Anxiety, Time Management

The ability to delay gratification among learners could serve as an effective learning strategy useful

to diminish the detrimental effect of test anxiety. Academic delay of gratification refers to students' postponement of immediately available opportunities to satisfy impulses in favor of pursuing chosen important academic rewards or goals that are temporally remote but ostensibly more valuable. Using hierarchical regression analysis, this association was explored for 364 students. An association was found between academic delay of gratification and test anxiety once motivational, cognitive, and self-regulated factors are controlled. These findings suggest that academic delay of gratification may serve to enhance students' goal enhancement, which in turn results in high academic achievement. These results also suggest that delay of gratification may function as a learning strategy that buffers the detrimental effect of test anxiety by helping learners protect academic goals from nonacademic alternative strategies. These results also indicate that self-efficacy, regulation of time, and study environment are negative predictors of test anxiety, while delay of gratification, extrinsic goal orientation, and rehearsal are positive predictors of test anxiety. An appendix contains the Academic Delay of Gratification Scale (H. Bembenutty, 1997). (Contains 1 figure, 7 tables, and 59 references.) (SLD)

ED 442 823 TM 031 243

Luecht, Richard M.

Implementing the Computer-Adaptive Sequential Testing (CAST) Framework To Mass Produce High Quality Computer-Adaptive and Mastery Tests.

Pub Date—2000-04-00

Note—42p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Adaptive Testing, *Computer Assisted Testing, *Mastery Tests, *Test Construction

Identifiers—Large Scale Assessment, *Sequential Testing, Testlets

Computerized testing has created new challenges for the production and administration of test forms. This paper describes a multi-stage, testlet-based framework for test design, assembly, and administration called computer-adaptive sequential testing (CAST). CAST is a structured testing approach that is amenable to both adaptive and mastery testing. Four aspects of CAST are discussed: (1) designing CAST test targets and specifications; (2) using automated test assembly to build the CAST forms; (3) security controls in CAST; and (4) large-scale data management considerations. (Contains 22 references.) (Author/SLD)

ED 442 824 TM 031 244

Heistad, Dave Spicuzza, Rick

Measuring School Performance To Improve Student Achievement and To Reward Effective Programs.

Pub Date—2000-00-00

Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Accountability, Educational Improvement, Educational Planning, Effective Schools Research, Elementary Secondary Education, Evaluation Methods, *Measurement Techniques, Public Schools, *School Effectiveness, Urban Schools

Identifiers—*Minneapolis Public Schools MN, *Value Added Model

This paper describes the method that the Minneapolis Public School system (MPS), Minnesota, uses to measure school and student performance. MPS uses a multifaceted system that both captures and accounts for the complexity of a large urban school district. The system incorporates: (1) a hybrid model of critical indicators that report on level of performance, cross-cohort changes, growth

or gain scores, and value-added measures; (2) specific standards, set in a collaborative manner by stakeholders and then aligned with MPS criteria and real-world consequences; and (3) a cycle of continuous school improvement planning. The system is an example of how value-added indicators can be, and should be, included in any fair accountability model designed to evaluate the effectiveness of schools. The expanded growth model addresses the differential balance of student characteristics across MPS schools. Evaluating the overall performance of schools based on a set of indicators allows the MPS to evaluate the effectiveness of the school district in meeting the needs of all its students. Continuous school improvement is based on detailed information reports provided to all school sites, the "School Information Reports." These documents set the stage for site-based analysis and planning. Appendixes contain a chart of the quality performance indicators, the MPS quality performance rubric, a graph displaying quality performance points, and a chart describing the school improvement planning cycle. (Contains 6 figures, 2 tables, and 23 references.) (SLD)

ED 442 825 TM 031 245

Reckase, Mark D.

The ACT/NAGB Standard Setting Process: How "Modified" Does It Have To Be before It Is No Longer a Modified-Angoff Process?

Pub Date—2000-04-00

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Competence, *Cutting Scores, Elementary Secondary Education, Evaluation Methods, National Surveys, Standards

Identifiers—*Angoff Methods, *Standard Setting

The kernel of the Angoff method of standard setting (W. Angoff, 1971) would seem to be the judgment of whether a minimally competent person could answer an item on a test correctly or not. So it would seem that any procedure that requires independent judgment of the correctness or incorrectness of a response to items for a minimally acceptable examinee would merit being labeled as an Angoff method. Standard setting methods that use the Angoff kernel can be quite different in practice, but they may be given the same label in the literature on standard setting. The kernel for the modified Angoff method is not well-defined, but for this paper, it is defined as judgments of the proportion of correct responses for minimally qualified examinees on each item on a test. A look at the American College Test/National Assessment Governing Board (ACT/NAGB) standard setting process for 1992 shows that the definition of the kernel has evolved into something that only contains the essence of the modified Angoff kernel in the first round of ratings. Once the holistic information about test and item performance is provided following round one, it can no longer be argued that panelists are performing independent item-by-item ratings. Labeling a standard setting process by the summary description of the kernel is no longer adequate. The ACT/NAGB method is a multi-round process with a modified Angoff kernel for the first round, holistic feedback, and normative information for later rounds, and direct specification of cut-scores on the score scale in the final round. (Contains 12 references.) (SLD)

ED 442 826 TM 031 246

Barrow, Lloyd H.

Preservice Methods Students' Response to a Performance Portfolio Assignment.

Pub Date—2000-04-26

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Higher Education, *Methods Courses, *Portfolio Assessment, *Preservice Teachers, Science Education, Selection, *Student Attitudes

A study examined items selected by preservice teachers for inclusion in an assigned portfolio. Twenty-nine third-year and twenty-eight fourth-year preservice elementary school teachers in a science methods course were asked to complete portfolios that reflected course competencies. Seven items, on average, were selected by each cohort, with 76% of the third-year (winter semester) preservice teachers selecting a group concept map to illustrate the relationship between professional development and teaching standards. Fourth-year (fall semester) students also selected seven items, with lesson plans being the item most often selected. Selections from portfolio comments show the differing approaches of these students. Results show that the assignment of portfolio development allows preservice science teachers flexibility in documenting their learning. Even when subjects selected the same artifact, the meaning could be quite different. (Contains 2 tables and 13 references.) (SLD)

ED 442 827

TM 031 247

Shen, Linjun

Curriculum Type as a Differentiating Factor in Medical Licensing Examinations.

Pub Date—2000-04-00

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Curriculum, *Item Bias, *Licensing Examinations (Professions), *Medical Students, *Osteopathy, Test Items

This study assessed the effects of the type of medical curriculum on differential item functioning (DIF) and group differences at the test level in Level 1 of the Comprehensive Osteopathic Medical Licensing Examinations (COMLEX). The study also explored the relationship of the DIF and group differences at the test level. There are generally two types of osteopathic preclinical curriculum: traditional discipline-based and organ system-based. The June 1998 administration of COMLEX was used. This examination involved 800 multiple-choice items and 2,122 students from 17 osteopathic schools. Of these students, 578 studied an organ-system-based curriculum. The study reveals that the directions of the influences of curriculum type were consistent at the test and item levels, but the magnitude of the influences was minimal. At the total examination level, students from the system-based curriculum performed better but with no practical significance. At the item level, the majority of items were immune from the impact of curriculum, while more items of those that had significant DIF favored students in organ-system based curricula. It is concluded that the advantages of students in the system-based curricula on the total examination were due in part to items discriminative against students in the discipline-based curricula. (Contains 2 tables and 11 references.) (SLD)

ED 442 828

TM 031 248

Buckendahl, Chad. Impara, James C. Giraud, Gerald. Irwin, Patrick M.

The Consequences of Judges Making Advanced Estimates of Impact on a Cut Score.

Pub Date—2000-04-15

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Attitudes, Certification, *Cutting Scores, Elementary Secondary Education, *Expectation, *Judges, *Scoring, *Teachers

Identifiers—Standard Setting

School districts and credentialing agencies use information gathered in standard setting studies to establish minimum passing scores (MPS) for a variety of purposes. These scores may be used to make decisions ranging from subject remediation to licensure. Multiple standard setting methods may be used to provide a range of scores to the policy-making entity. The independence of these methods is important to the validity of the score recommendations. This paper examines the potential for introducing bias into the standard setting process by asking panelists for their expectations of impact prior to their making item performance estimates as might be done if using methods recommended by G. Dillon (1996) or Angoff (W. Angoff) "corrections" as recommended by D. de Gruiter (1985) or W. Hofstee (1983). Mixed results were found from five standard setting applications conducted in a variety of arenas. Three studies were conducted in school districts where teachers served as panelists, and two studies were conducted in the context of certification examinations so that the tests ranged from low-stakes to very high-stakes. A total of 70 panelists participated in all 5 studies. (Contains 10 references.) (SLD)

ED 442 829

TM 031 249

Buckendahl, Chad W. Plake, Barbara S. Impara, James C. Irwin, Patrick M.

Alignment of Standardized Achievement Tests To State Content Standards: A Comparison of Publishers' and Teachers' Perspectives.

Pub Date—2000-04-28

Note—19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Elementary Secondary Education, Norm Referenced Tests, *Standardized Tests, State Programs, *State Standards, *Teachers, Test Content, *Test Use, Testing Programs

Identifiers—Curriculum Alignment, Test Publishers

Test publishers have promoted their commercially available, norm-referenced achievement tests as viable solutions to assessment challenges faced by states. They argue that their tests are developed professionally, and, therefore, possess sound psychometric properties not often found in state-specific efforts. This study compared judgments from two sources, test publishers from two companies and teachers, on the alignment of test items from two commercially available norm-referenced achievement tests in a Midwestern state's content standards at three grade levels in reading/writing and mathematics. Teacher panels consisted of 10 teachers for each of language and mathematics panels at grade 8 and high school levels and 20 teachers for each panel for grade 4. Analyses in this study focus on the level of agreement between the state's teachers' perceptions of how well the tests aligned to the standards and the alignment reported by the two test publishers. Results indicate that there may be some inconsistency between teachers' and publishers' perceptions. (Author/SLD)

ED 442 830

TM 031 250

Kelkar, Vinaya. Wightman, Linda F. Luecht, Richard M.

Evaluation of the IRT Parameter Invariance Property for the MCAT.

Pub Date—2000-04-25

Note—66p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000). The Graduate School Research Program is sponsored by the Association of Amer-

ican Medical Colleges—Medical College Admission Test.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Ability, *College Entrance Examinations, *Difficulty Level, Ethnicity, Higher Education, *Item Response Theory, *Racial Differences, Validity

Identifiers—*Invariance, *Medical College Admission Test, One Parameter Model, Three Parameter Model, Two Parameter Model

The purpose of this study was to investigate the viability of the property of parameter invariance for the one-parameter (1P), two-parameter (2P), and three-parameter (3P) item response theory (IRT) models for the Medical College Admissions Tests (MCAT). Invariance of item parameters across different gender, ethnic, and language groups and the invariance of ability parameters with respect to test difficulty were assessed. The study also sought to test the stability of ability estimates obtained for random sample "X" using calibrations from different groups and to identify the most efficient IRT model for the MCAT data. All data were from the fall 1994 administration of the MCAT, with 9 random samples of 1,100 drawn from each of 3 test sections (out of 16,520 eligible test takers). The assumption of unidimensionality was first tested, and evidence was found of two or more underlying dimensions affecting test performance. The three IRT models were fit to the dichotomous response data from every sample, and all three showed adequate fit for the MCAT data, with the 1P model item estimates having the smallest estimation error, although the differences among 1P, 2P, and 3P models were very small in magnitude. Evidence was found to support the conclusion that item and ability parameters are stable/invariant with respect to gender and racial/ethnic and language groups for all models. Ability estimates also appear to be invariant with respect to test difficulty for all models. Nine appendixes contain data tables that supplement the discussion. (Contains 28 tables, 59 figures, and 11 references.) (SLD)

ED 442 831

TM 031 251

Farrah, Shirley J. Graham, Steven W.

Variables Influencing the Likelihood of Practice Change after Continuing Education.

Pub Date—2000-04-26

Note—26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Behavior Change, *Continuing Education, *Nurses, *Nursing, Professional Development

This study was conducted to identify the continuing education (CE) elements nurses believed were most likely to influence their nursing practice and to examine R. Cervero's (1982) comprehensive model of continuing professional education. A total of 344 registered nurses returned questionnaires about CE. Using a researcher-developed 37-item instrument, 12 items were identified as most important in influencing change. The top three items were potential benefit to the patient, perceived value of the proposed change, and extent to which the change addressed a relevant practice problem. A unifying theme among the three items was their strong practice orientation. All four of Cervero's categories (nature of the learner, the CE program, the proposed change, and the social system) were represented in the top 12 items, with items related to the proposed change and the social system rated the highest. A principal components analysis with varimax rotation resulted in five subscales (CE Program, Difficulty in Implementing, Willing and Able, Experience and Education, and Application to Practice) and accounted for 47% of the explained variance in variables influencing the likelihood of practice change. The findings reinforce the usefulness of Cervero's notion of a multivariate framework when studying the relationship between CE

and practice change. (Contains 2 tables and 38 references.) (Author/SLD)

ED 442 832 TM 031 252

Yung, Benny Hin-Wai

Biology Teachers' Struggle with the Issue of Fairness in a School-Based Assessment Scheme.

Pub Date—2000-05-00

Note—23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (73rd, New Orleans, LA, April 28-May 1, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Biology, *Equal Education, Evaluation Methods, Foreign Countries, Laboratory Procedures, *Science Teachers, Secondary Education, *Student Evaluation

Identifiers—Discourse, *Fairness, Hong Kong

This interpretive study of the implementation of a school-based assessment scheme of biology practical work in Hong Kong examines the struggles of three teachers with the issue of fairness in relation to their classroom actions. Though the teachers' discourses were dominated by, and their classroom actions were pre-eminently influenced by, the notion of fairness, they did so in three qualitatively different ways: (1) fair in the sense of assessing students on a fair basis; (2) fair in the sense of not jeopardizing students' chances to learn the subject matter while they are being assessed; and (3) fair in the sense of not depriving students' opportunities of receiving an all-round education. The implication is that assessment innovation is a necessary but not sufficient mechanism for changes within the educational system. It should be undertaken with full regard to problems of teacher interpretation and mediation at the classroom level. Otherwise, this will ruin the best intentions behind the assessment innovation. (Contains 1 table and 40 references.) (Author/SLD)

ED 442 833 TM 031 253

Shultz, Greta S.

Rethinking Inquiry: Toward a Poststructuralist Analytics of Knowledge Production Education.

Pub Date—2000-04-00

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Epistemology, Inquiry

Identifiers—Discourse, *Knowledge Production and Utilization, *Poststructuralism, Reform Efforts

This paper calls for a re-examination of the epistemological building blocks on which multiple forms of educational inquiry rest, shifting from the contextualizing to the recontextualizing of knowledge, moving from paradigmatic and humanist analyses to discursive strategies, and de-emphasizing "voices" to accentuate instead the multiple logical and rhetorical "languages" being spoken. By attending to the performativity of educational discourse, its productivity and effects, it will no longer be necessary to attribute motivation, purpose, or conspiracy to the agents of humanism (authors, researchers, teachers, and administrators). Making visible the mechanics of knowledge production in education provides an analytical purchase to conceive and execute alternatives. The categories, classifications, and epistemological building blocks that constitute the subjects and objects of discourse predetermine the form and performativity of reform efforts directed at public education. (Contains 54 references.) (SLD)

ED 442 834 TM 031 254

Bridgeman, Brent Burton, Nancy Cline, Frederick
Selecting Students with a General Reasoning Test (SAT I) or Tests in Academic Subjects

(SAT II): Does It Matter for Non-Native Speakers of English?

Pub Date—2000-04-00

Note—23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Applicants, College Entrance Examinations, Higher Education, *Selection, Test Results

Identifiers—Nonnative Speakers, *Reasoning Tests, *Scholastic Assessment Tests

Using data from a sample of 10 colleges at which most students had taken both the SAT I: Reasoning Test and SAT II: Subject Tests researchers simulated the effects of making selection decisions using SAT II scores in place of SAT I scores. Students in each college were treated as forming the applicant pool for a more select college, and the top two-thirds of the students were selected using high school grade point average combined with either SAT I scores or the average of three SAT II scores. Included in the sample were 2,000 students whose best language was not English. These students had a better chance of being "admitted" with selections based on SAT II (subject test) scores than with selections based on SAT I (reasoning scores). Much of this advantage was the result of relatively high scores on language tests that could easily be part of the SAT II average. However, even when language tests were excluded from the SAT II average, non-native speakers were still slightly more likely to be selected with SAT II than SAT I. (Author/SLD)

ED 442 835 TM 031 255

Franklin, Bobby J. Kochan, Susan

Collecting and Reporting Dropout Data in Louisiana.

Pub Date—2000-04-00

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Data Collection, Databases, Dropout Research, *Dropouts, Elementary Secondary Education, *Research Reports, *Student Records

Identifiers—*Louisiana

This paper describes the design and function of Louisiana's statewide student-level database, the Student Information System (SIS). In Louisiana the State Board of Elementary and Secondary Education adopted the dropout definition of the National Center for Education Statistics for use by all Louisiana public schools in the 1989-1990 school year. In 1993, the state implemented the SIS, and in 1994-1995 the state began reporting dropout statistics extracted from the SIS, bringing state dropout reporting into compliance with federal dropout definitions. The SIS consists of individualized records on the nearly 800,000 students enrolled in Louisiana public schools statewide. The SIS makes it possible to track all students through identification numbers (usually the Social Security number) and record suspensions and expulsions as well as dropouts. Examination of the past 5 years of dropout statistics indicates a sharp increase in Louisiana's dropout rate between 1994-1995 and 1995-1996. This dramatic increase is due to systemic changes in the procedure used to collect and report data. The SIS now is an effective and sophisticated method for tracking the movement of students through the public education process. An appendix contains definitions for SIS entry and exit codes. (Contains 3 figures and 11 references.) (SLD)

ED 442 836 TM 031 256

Kobrin, Jennifer L.

An Investigation of the Cognitive Equivalence of Computerized and Paper-and-Pencil Reading Comprehension Test Items.

Pub Date—2000-04-26

Note—40p.; Paper presented at the Annual Meeting

of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, *College Students, *Computer Assisted Testing, Higher Education, *Protocol Analysis, *Reading Comprehension, Reading Tests, *Student Attitudes, *Test Format, Test Results

Identifiers—Graduate Record Examinations, *Paper and Pencil Tests

The comparability of computerized and paper-and-pencil tests was examined from cognitive perspective, using verbal protocols rather than psychometric methods, as the primary mode of inquiry. Reading comprehension items from the Graduate Record Examinations were completed by 48 college juniors and seniors, half of whom took the computerized test first followed by the paper-and-pencil version, and half of whom took the paper-and-pencil test before the computerized test. Participants were asked to think aloud as they answered the test questions. The verbal protocols were transcribed and coded for interpretation. There was a greater frequency of reading comprehension utterances during the paper-and-pencil test, but these were largely accounted for by the use of physical aids to identify important information in the passage. Many participants said that they felt disadvantaged during the computerized test by not being able to write on the passage and test questions. The frequently used strategy of marking the test did not seem to produce any cognitive benefits, however. There was slight evidence of a working memory load while answering the questions on the computerized tests, but overall there were few mode differences and the magnitude of differences was very small. Nearly all participants used the same overall test-taking strategy on both test formats. The first test given, which was less interesting and more difficult, exposed more of the mode effects than the more interesting second test. An appendix contains a chart of coding categories at the utterance level. (Contains 10 tables and 30 references.) (SLD)

ED 442 837 TM 031 257

Chang, Shun-Wen Ansley, Timothy N. Lin, Sieh-Hwa

Performance of Item Exposure Control Methods in Computerized Adaptive Testing: Further Explorations.

Pub Date—2000-04-00

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Adaptive Testing, Algorithms, *Computer Assisted Testing, Item Banks, Sample Size, *Test Items

Identifiers—*Item Exposure (Tests)

This study examined the effectiveness of the Simpson and Hetter conditional procedure (SHC), a modification of the Simpson and Hetter (1985) algorithm, in controlling the exposure rates of items in a computerized adaptive testing (CAT) environment. The properties of the procedure were compared with those of the Davey and Parshall (1995) and the Stocking and Lewis (1995) (SLC) conditional multinomial procedures within the purview of estimating examinee's abilities. Each of the exposure control methods was incorporated into the item selection procedure and the adaptive testing progressed based on the CAT design established for this study. The advantages and disadvantages of these strategies were considered under four item pool sizes and two desired maximum exposure rates and were evaluated in light of test security, test overlap rates, utilization of the item pool, and conditional standard errors of measurement. Also, the issue of the appropriate conditional sample sizes in deriving the exposure control parameters was considered in the present study. Simulation results show no effect of using the four conditional sample sizes. The SHC produced the most satisfactory results in terms of item security and test overlap

rates followed by the SLC method. Results also show that as long as the control for item exposure was not exercised, optimal items could be administered to almost every examinee under any of the four item pools. Findings of this study provide useful insights on how item pool sizes and maximum item exposure rates affect the performance of the exposure control methods. (Contains 3 tables, 13 figures, and 18 references.) (SLD)

ED 442 838 TM 031 258
Chang, Shun-Wen Hanson, Bradley A. Harris, Deborah J.

A Standardization Approach to Adjusting Pretest Item Statistics.

Pub Date—2000-04-00

Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Item Response Theory, *Sample Size, Simulation, *Statistical Analysis
Identifiers—One Parameter Model, *Standardization, Three Parameter Model

This study presents and evaluates a method of standardization that may be used by test practitioners to standardize classical item statistics when sample sizes are small. The effectiveness of this standardization approach was compared through simulation with the one-parameter logistic (1PL) and three parameter logistic (3PL) models based on the criteria of the Pearson product-moment correlation, the mean square error, variance, and squared bias. In light of estimating the item difficulty values, the differences of the performance between the 3PL and standardization methods were small, but the differences between the 1PL and these two methods were large. For the estimation of point biserial correlations, the 3PL model seemed to perform better than the standardization method, and the standardization method performed better than the 1PL model. Although the standardization method did not outperform the 3PL model for the design considered in this study, it could be promising when smaller sample sizes are used. This method may be recommended for use in conjunction with the item response models for the test development when the pretesting sample sizes are small. By employing the classical measurement framework to obtain pretest item statistics, the problem of inaccurate item response theory parameter estimates when limited calibration sample sizes are available can be avoided. (Contains 4 tables and 16 references.) (Author/SLD)

ED 442 839 TM 031 259
Monahan, Patrick

The Effect of Unequal Variances in the Ability Distributions on the Type I Error Rate of the Mantel-Haenszel Chi-Square Test for Detecting DIF.

Pub Date—2000-04-00

Note—58p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Ability, Chi Square, *Item Bias, Simulation, Statistical Distributions, *Test Items

Identifiers—Item Bias Detection, *Mantel-Haenszel Procedure, Type I Errors, *Variance (Statistical)

Previous studies that investigated the effect of unequal ability distributions on the Type I error (TIE) of the Mantel-Haenszel chi-square test for detecting differential item functioning (DIF) simulated ability distributions that differed only in means. This simulation study suggests that the magnitude of TIE inflation is increased, and the type of items that show inflation are somewhat broadened, under the realistic scenarios of ability distributions that differ not only in means but also in variances or variances alone. There were several conditions for

which unequal variances in the ability distributions, either alone, or in combination with unequal means, produced practically important TIE inflation when no such inflation was observed under unequal means alone. This occurred primarily for the hard and medium difficulty items with high discrimination and on the short test with the total sample size of 2,000, but it was also observed for the medium-length test. The most peculiar finding was the aberrant behavior of the highly discriminating hard items, which was the only item to show marked TIE inflation due to unequal variances alone when only rare mild inflation was observed under the combination of unequal variances and unequal means. (Contains 14 tables, 5 figures, and 39 references.) (SLD)

ED 442 840 TM 031 260
McMillan, James H. Workman, Daryl

Teachers' Classroom Assessment and Grading Practices: Phase I and II.

Metropolitan Educational Research Consortium, Richmond, VA.

Pub Date—1999-00-00

Note—145p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Educational Practices, Elementary Secondary Education, Grades (Scholastic), *Grading, Performance Factors, Questionnaires, *Student Evaluation, Teacher Surveys, *Teachers
Identifiers—Virginia

Teacher assessment and grading practices were studied in a two-phase investigation in the seven school districts that make up the Metropolitan Educational Research Consortium in Virginia. The first report summarizes the findings from Phase I of the study, which focused on teacher responses to closed-end, written survey questions. In Phase I, 921 elementary, 597 middle, and 850 high school teachers were surveyed. They were asked about their grading and classroom assessment practices for a "typical" first semester class. Elementary school teachers indicated that academic factors clearly are most important in determining grades, but that related factors, such as improvement, effort, ability level, and class participation also make a significant contribution. The variety of responses shows large differences in how teachers emphasize different factors. Approximately 20% of grades given were "A's". Results for secondary school teachers show little variation between grade levels or subject matter. As with elementary school teachers, academic performance was the most important grading factor, but effort, homework, and extra credit also entered into grading. Phase 2 of the study focuses on interviews with 28 teachers. The analysis of interview data indicates that there is tension between two sources of influence on teacher decision-making concerning assessment and grading practices. One source is teacher beliefs and values and another is external pressures and constraints. These pressures include parent demands and informing parents of student progress, school division policies, skill's needed by students once they graduate, practical constraints and state-mandated high-stakes multiple-choice testing. The state test seems to have become a significant influence on teacher decision making. An appendix to Phase I contains the teacher surveys. (Contains 20 tables and 60 references.) (SLD)

ED 442 841 TM 031 261
Lemire, David

Nontraditional Intelligence Testing: Samples of Humorous Instruments.

Pub Date—2000-00-00

Note—22p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Evaluation Methods, *Humor, Intelligence, *Intelligence Tests

In keeping with a model of intelligence that identifies at least 12 intelligence "talents," formal and informal intelligence or talent assessments have been developed. This paper presents some of these informal instruments that can be used to assess con-

vergent and divergent forms of intelligence. These nontraditional instruments have been designed to be enjoyable. Twelve tests are included. (SLD)

ED 442 842 TM 031 262
Samejima, Fumiko

Some Considerations for Eliminating Biases in Ability Estimation in Computerized Adaptive Testing.

Pub Date—1998-04-17

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Ability, *Adaptive Testing, *Estimation (Mathematics), Item Response Theory, *Nonparametric Statistics, *Statistical Bias

Item response theory (IRT) has been adapted as the theoretical foundation of computerized adaptive testing (CAT) for several decades. In applying IRT to CAT, there are certain considerations that are essential, and yet tend to be neglected. These essential issues are addressed in this paper, and then several ways of eliminating noise and bias in estimating the individual parameter, theta, of person "a" are proposed and discussed, so that accuracy and efficiency in ability estimation can be increased. The content validity of the ability dimension is emphasized, and the idea of core test items is proposed. Devices are suggested to eliminate noise from multiple-choice items by using the nonparametric estimation of operating characteristics effectively in pilot studies. The use of the normal ogive model is suggested instead of the three-parameter logistic model. It is further suggested that several graded response items be used at the beginning of the CAT to avoid the influence of bias and lack of information inherent in dichotomous response items. The Weighted Likelihood Estimate of T. Warm (1989) and its expanded form for general discrete responses are discussed as an effective method of eliminating bias in ability estimation, and the usefulness of Warm's weight function as a prior is discussed. Use of the modified test information function is suggested for the same purpose. (Contains 10 figures and 18 references.) (SLD)

ED 442 843 TM 031 263
Loomis, Susan Cooper

Research Study of the 1998 Civics NAEP Achievement Levels.

Spons Agency—National Assessment Governing Board, Washington, DC.

Pub Date—2000-04-27

Contract—ZA97001001

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, *Civics, Classification, Elementary Secondary Education, *National Competency Tests, *Teachers, *Validity
Identifiers—*National Assessment of Educational Progress, *Standard Setting

In 1999 a validation study of the 1998 Civics Assessment of the National Assessment of Educational Progress (NAEP) was conducted, combining a similarity classification study and a booklet classification study. The rationale was that if the teachers who had participated in the 5-day achievement levels-setting process could not use the descriptions to judge student performance, it is unlikely that anyone could. If their classifications were very different from the performances in the test booklets, it would suggest that the cutpoints did not denote performance consistent with the achievement level descriptions (ALDs). Eleven eighth-grade teachers from the pilot study of achievement level setting panel participated. Teacher panelists tended to classify their own students higher than their performance levels on the special form of the NAEP developed for this study. When the same teachers were asked to classify the performance of students

represented in the special Civics NAEP test booklets, they tended to classify those at or below the empirical score classification of the students' performance. These findings suggest that standards set with a booklet classification method will be higher than those set with the item-by-item method used for the NAEP achievement level setting process. Even teachers well trained in the NAEP achievement levels tend to overestimate the knowledge and skills of their students with respect to the ALDs. Overall, however, results provide information needed to confirm that the general achievement levels-setting process appeared to "work" in that panelists were able to use the ALDs in a different setting and for different purposes and the "translations" with respect to the score scale seem reasonably on target. An appendix contains classification forms from the similarities classification study, a list of participants in the validation portion of the study, and an agenda for the study session. (Contains 14 references.) (SLD)

ED 442 844 TM 031 264

Loomis, Susan Cooper

Feedback in the NAEP Achievement Levels Setting Process.

Spons Agency—National Assessment Governing Board, Washington, DC.

Pub Date—2000-04-27

Contract—ZA93003001,
RN91226001

ZA97001001,

Note—56p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, *Civics, Classification, Cutting Scores, Elementary Secondary Education, *Feedback, *National Competency Tests, *Teachers, *Validity

Identifiers—*National Assessment of Educational Progress, *Standard Setting

This paper describes the feedback included in operational achievement level setting (ALS) procedures for the National Assessment of Educational Progress (NAEP). It does not describe the feedback form field trials, pilot studies, or other research studies related to the NAEP. The NAEP ALS process includes three rounds of item-by-item ratings, and feedback is provided after each round. This means that panelists have additional information to consider for subsequent rounds of ratings, but additional training is required for no more than one of two new forms of feedback for each round. Most of the feedback is aimed at increasing interjudge and intrajudge consistency. The types of feedback provided are: (1) cutscores and standard deviations; (2) student performance data; (3) interrater consistency data; (4) whole booklet data; (5) interrater consistency data, including "Reckase" charts of performance data; and (6) consequences data. The use of each type of feedback is discussed, and panelists' evaluations of the feedback provided are noted. Panelists' responses indicate high levels of understanding about and confidence in using the feedback. The Reckase charts appear to be a significant addition to the array of feedback information. (Contains 9 tables, 17 figures, and 22 references.) (SLD)

ED 442 845 TM 031 265

Hara, Noriko

Visualizing Tools To Analyze Online Conferences.

Pub Date—2000-04-00

Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*College Students, *Computer Mediated Communication, *Data Analysis, Higher Education, *Online Systems, *Visualization Computer-mediated communication (CMC) is used in different contexts and uses different tools, such as those of computer conferencing, e-mail, and groupware. This article introduces the use of Formal Concept Analysis (FCA) as a methodology to visualize the data in CMC. FCA, which is based on a mathematical lattice theory, offers visual maps (graphs) with conceptual hierarchies. Combined with content analysis, FCA is proposed as a potential method for the analysis of CMC. In this study, three categories (social, cognitive, and metacognitive) from F. Henri's (1992) model for CMC content analysis were applied to FCA after a previous study used a content-analysis method based on Henri's model to convert data from a computer conference. On-line discussions (computer conferences) in an applied educational psychology course were analyzed. The conferencing messages were converted by the content analysis and then scaled into single-values attributes to compile a lattice. This article provides an example of the application of FCA to CMC and shows its potential for analyzing on-line discourse. (Contains 3 tables, 13 figures, and 31 references.) (SLD)

ED 442 846 TM 031 266

Leung, Chi-Keung Chang, Hua-Hua Hau, Kit-Tai

Content Balancing in Stratified Computerized Adaptive Testing Designs.

Pub Date—2000-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). For related document from these authors, see TM 031 229.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adaptive Testing, *Computer Assisted Testing, *Selection, *Test Construction, Test Content, Test Items

Identifiers—*Item Exposure (Tests)

Item selection methods in computerized adaptive testing (CAT) can yield extremely skewed item exposure distribution in which items with high "a" values may be over-exposed while those with low "a" values may never be selected. H. Chang and Z. Ying (1999) proposed the a-stratified design (ASTR) that attempts to equalize item exposure distribution by uplifting the usage of low "a" items. The method has been demonstrated to be effective in improving the use of the entire pool, without sacrificing efficiency in ability estimation when it is used with certain types of item pools. Nevertheless, the ASTR may result in a number of items being over-exposed in some pools where the correlation between the "a-" and "b-parameters" is significant. To remedy this overexposure problem, H. Chang, J. Qian, and Z. Ying (1999) developed the a-stratified with b-blocking method (BASTR). These two stratified methods have not been tested under conditions where content specifications are imposed. To address the issue of content balancing, an adaptation of the general ideas of the constrained CAT to ASTR and BASTR was investigated in this study. In addition, the effects of incorporating Symptom-Hetter (SH) (J. Symptom and R. Hetter, 1985) exposure control into ASTR and BASTR were also examined. Findings from simulation indicate that ASTR and BASTR, with or without SH exposure control can meet the content specifications, make better use of item pools, and yield lower test-overlap rates. (Contains 2 tables, 2 figures, and 25 references.) (SLD)

ED 442 847

TM 031 267

Chang, Te-Sheng

Student Ratings: What Are Teacher College Students Telling Us about Them?

Pub Date—2000-04-00

Note—33p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Correlation, Educational Environment, Foreign Countries, Higher Education, Preservice Teachers, *Student Evaluation of Teacher Performance, Teacher Characteristics, *Teacher Education, *Undergraduate Students Identifiers—*National Hualien Teachers College (Taiwan)

The purpose of this study was to investigate the effect of course, class, student, and instructor characteristics on student ratings of instruction. The sample included 437 undergraduate courses with 96 (21.2%) freshman courses, 140 (32.0%) sophomore courses, 119 (27.2%) junior courses, and 82 (18.8%) senior courses at National Hualien Teachers College, Taiwan, in the fall semester of the 1996-1997 academic year. The Student Ratings of Instruction form was used to measure student ratings of faculty performance. The results indicate that student enthusiasm, expected grade, and teacher grading standard are positively correlated with all five evaluation scores. Course difficulty is negatively correlated with all evaluation scores. The high semi-partial correlation coefficients consistently appear in course difficulty, student enthusiasm, and grading standard with all five evaluation scores. None of these 75 correlation coefficients show substantial nonlinearity. The percentages of variance explained by different combinations of background variables are 49.8%, 61.6%, 71.0%, 61.3%, and 66.8% for preparation, coverage, skills, assessment, and overall, respectively. Four of the background variables consistently appearing in the final regression equations are student enthusiasm, course difficulty, grading standard, and expected grade. (Contains 9 tables and 38 references.) (Author/SLD)

ED 442 848 TM 031 268

Williamson, David M. Hone, Anne S. Miller, Susan Bejar, Isaac I.

Classification Trees for Quality Control Processes in Automated Constructed Response Scoring.

Pub Date—1998-04-00

Note—60p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Architects, Automation, *Classification, *Constructed Response, *Quality Control, *Scoring, *Test Scoring Machines

Identifiers—Monitoring

As the automated scoring of constructed responses reaches operational status, the issue of monitoring the scoring process becomes a primary concern, particularly when the goal is to have automated scoring operate completely unassisted by humans. Using a vignette from the Architectural Registration Examination and data for 326 cases with both human and computer scores available, this study reports on the usefulness of an approach based on classification trees (L. Breiman, J. Friedman, R. Olshen, and C. Stone, 1984) as a means of quality control. Five studies were carried out analyzing different aspects of the "training set" and making efforts to cross-validate the results of the analysis by applying the resulting classification trees to data that had not been used in the development of the tree. The application of classification trees led to valuable insights with implications for operational quality control processes. Furthermore, classification tree methods were shown to be able to select cases for future quality control processes accurately and efficiently, thereby suggesting that future quality control selection procedures may be completely automated. However, further analyses are needed to establish whether classification trees can be relied on to identify cases that are the most likely to require some adjustment without incurring the potentially costly error of ignoring solutions

that are likely to require adjustment. (Contains 10 tables, 7 figures, and 13 references.) (Author/SLD)

ED 442 849 TM 031 269

Nokelainen, Petri Ruohotie, Pekka
Modern Modeling of Student Motivation and Self-Regulated Learning.

Pub Date—2000-04-00

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bayesian Statistics, Data Collection, *Employees, Foreign Countries, Models, *Multivariate Analysis, Selection, *Student Motivation

Identifiers—Finland, *Linear Models, *Self Regulated Learning, Variables

This examination of data selection preceding multivariate analysis compares results gained with "gentle" and "draconian" variable elimination. To acquire comparable results, two stages of statistical exploration into an integrated model of motivation, learning strategies, and quality of teaching were used. The goal of the paper was to select variables that were as powerful as possible and to use them to produce a new factor model, applying both standard linear (Statistical Package for the Social Sciences [SPSS]) and Bayesian (BAYDA) statistical software. The second stage of the research, planned for the future, will involve efforts to produce sensible path models related to the theory. The study of motivation, learning strategies, and teaching used research in a Finnish telecommunications company in which 156 respondents answered a questionnaire with 135 items. The statistical analyses used for variable selection are described. Research results indicate that both teaching style and subject material can influence study motivation and the use of learning strategies. Learning material can be described with respect to the degree that broad theoretical perspectives are developed, and the personal meaningfulness of the subject material or the drawing of logical conclusions from detailed evidence is emphasized. The new statistical methods described, especially the nonlinear approaches based on Bayesian networks, enable the application of statistical analysis to the study of student motivation and self-regulated learning. The SPSS syntax is attached. (Contains 19 tables, 6 figures, and 87 references.) (SLD)

ED 442 850 TM 031 270

Nokelainen, Petri Ruohotie, Pekka Tirri, Henry
Professional Growth Determinants—Comparing Bayesian and Linear Approaches to Classification.

Pub Date—1999-04-19

Note—30p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bayesian Statistics, *Classification, Computer Software, *Employment, Foreign Countries, Longitudinal Studies, *Professional Development

Identifiers—Finland, *Linear Models

Bayesian and classical approaches to classification of vocational data were compared using an educational data set from a longitudinal study of professional growth and development in organizations (P. Ruohotie et al., 1994). Data were from 2,430 workers in companies in Finland who completed a questionnaire with behavior and background statements. The main purpose of this study was to look for new possibilities in analyzing multi-form vocational data starting from the level at which traditional linear methods become too complex to apply. After describing the data and the theory of professional growth, the paper discusses linear discrimination and its use in the social sciences. Bayesian modeling with the BAYDA software package is described. It is concluded that linear and nonlinear methods support each other depending on the subject of the study. The Bayesian

approach, in the form of the BAYDA program, is still under rapid development, but it appears to provide a valuable tool for analysis. (Contains 10 figures, 21 tables, and 12 references.) (SLD)

ED 442 851 TM 031 271

van Berkel, Henk J. M. van Til, Cita T.

Group Performing in a Problem-Based Curriculum: The Development and Evaluation of an Instrument.

Pub Date—1998-04-17

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 15-17, 1998).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Learning, *Curriculum, Evaluation Methods, Foreign Countries, Higher Education, Participation, *Problem Based Learning, Psychometrics, *Reliability, *Validity

In a problem-based curriculum, emphasis is placed on the groups in which students learn to analyze problems and to contribute to the solution of a problem. This paper describes an instrument that aims to measure individual group performing and presents some psychometric results. Reliability and validity were studied with 240 students in groups of 9 with 1 tutor. The instrument appears to be reliable, with coefficient alpha varying from 0.84 to 0.92, and it seems that it is a valid measure for characteristics that are important in a problem-based curriculum: (1) participating in discussions; (2) explaining things to other students; and (3) a broad study approach. (Contains 2 tables and 11 references.) (SLD)

ED 442 852 TM 031 272

van Berkel, Henk J. M. Schmidt, Henk G.

Motivation To Commit Oneself as a Determinant of Achievement in Problem-Based Learning.

Pub Date—1999-04-00

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Foreign Countries, Health Services, Higher Education, *Problem Based Learning, Student Attitudes, *Student Motivation, *Undergraduate Students

Identifiers—*Commitment

Problem-based learning is an approach to professional education that stresses the use of real life problems in education. This paper focuses attention to the commitment of students to engage in the problem-based learning process. Subjects, approximately 1,300 undergraduates in a health sciences curriculum, completed a questionnaire covering various dimensions of problem based learning. In addition to commitment, these variables were investigated: (1) group functioning; (2) tutor functioning; (3) prior knowledge; (4) the quality of instructional materials; (5) time spent on study; (6) achievement; and (7) increased interest. As was hypothesized, commitment was found to be a potent determinant of achievement, representing one of the strongest relationships in the model. (Contains 1 figure, 3 tables, and 21 references.) (Author/SLD)

ED 442 853 TM 031 273

Rozell, Diann S.

Contingency Table Statistics and Educational Reality: Problems with the Chi-Square Statistic.

Pub Date—1999-11-00

Note—24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19,

1999).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chi Square, *Educational Research, Statistical Significance

Identifiers—*Contingency Tables

The Pearson chi-square test can be useful in situations in which the researcher wishes to compare observed versus expected frequencies in categories, or cells, or a contingency table. Although these tests can be useful, various problems associated with their use and interpretation are common. First, the chi-square test is often the result of weak research questions. Second, chi-square tests are often the result of weak or erroneous information about data. An educational research data set is used to illustrate that statistically significant chi-squares often do not inform the researcher about the contributions of the cells in the contingency table, resulting in unclear conclusions or the use of additional statistical tests, neither of which is a promising alternative. (Contains 3 tables and 24 references.) (Author/SLD)

ED 442 854 TM 031 274

Arenson, Ethan

Estimating Error in State-to-NAEP Linkages, Part I: Mean Plausible Value Distributions from a Simple Model.

Pub Date—2000-04-28

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Equated Scores, Error of Measurement, *Estimation (Mathematics), National Competency Tests, Reading Tests, Regression (Statistics), State Programs, *Test Results, Testing Programs

Identifiers—Bootstrap Methods, Jackknifing Technique, *Linking Metrics, *National Assessment of Educational Progress

This paper is the first of a series that will compare estimates of error that arises when state assessments are linked to the National Assessment of Educational Progress (NAEP). Different forms of linkage are discussed. Comparisons are made between whole-sample regression, repeated half-sample replication, bootstrap, and jackknife estimates of the proportion of variance explained by the linkage function, as well as the standard error of linkage. Data from four states that participated in a study to link their state assessments to the 1998 (State) NAEP fourth and eighth grade reading assessments suggest that each of the methods produces comparable estimates of these error quantities when schools are treated as the primary sampling unit. (Contains 4 tables, 2 figures, and 13 references.) (Author/SLD)

ED 442 855 TM 031 275

Dickinson, Wendy B.

Enhanced Detection of Multivariate Outliers Using Algorithm-Based Visual Display Techniques.

Pub Date—2000-04-00

Note—81p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Algorithms, Correlation, Grade 8, Graphs, *Identification, Junior High Schools, Longitudinal Studies, *Multivariate Analysis, *Visualization

Identifiers—National Education Longitudinal Study 1988, *Outliers

This study uses an algorithm-based visual display technique (FACES) to provide enhanced detection of multivariate outliers within large-scale data sets. The FACES computer graphing algorithm (H.

Chernoff, 1973) constructs a cartoon-like face, using up to 18 variables for each case. A major advantage of FACES is the ability to store and show the values of the variables. The research used data from a national, longitudinal study of school children, their parents, and their teachers, and the National Education Longitudinal Study of 1988 (NELS-88). Data for the Stanford Achievement tests from a Florida school district were also used. Four random stratified samples of 250 cases each were drawn from male and female databases for the NELS-88 and Stanford scores. Pearson product-moment correlation coefficients were calculated between the variables in each sample, and variables were assigned to the features of the FACE. The application of the FACES graphing algorithm translates the data into a meaningful visual correlate, providing one summative visual image per student. The ease of outlier detection on seeing a page of Chernoff FACES is readily apparent to the trained researcher, the school administrator, and parents. Four appendices contain the Mahalanobis distance values for faces for the four samples. Also attached is a set of FACES for each sample that illustrates outlier cases. (SLD)

ED 442 856

TM 031 276

Sawyer, Richard Schiel, Jeff

Posttesting Students To Assess the Effectiveness of Remedial Instruction in College.

Pub Date—2000-04-26

Note—35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, *College Students, Higher Education, *Pretests Posttests, *Remedial Instruction

At many postsecondary institutions, there are two levels of first-year courses: a "standard" course in which most students enroll; and a "remedial" course for academically underprepared students. This paper is concerned with determining whether taking a remedial course increases the cognitive skills that students need to succeed in a standard course. The paper describes some effectiveness indicators based on data from posttesting students (i.e., testing them after they have completed a remedial course). The paper also discusses how prior selection and measurement error in the initial placement test and the posttest affect the indicators. An example is provided to illustrate the indicators and the effects of prior selection and measurement error. Pretest and posttest data were obtained from students enrolled in 9 2-year institutions and 10 4-year institutions in a state postsecondary education system in which placement decisions are made using 1 of 2 screening tests, followed in some cases by a placement test. The numbers of pretested students were 4,434 for Algebra, 8,563 for Reading, and 6,281 for Writing. Results suggest that students who completed the remedial courses offered by this group of institutions increased their academic skills. An appendix contains four propositions for approaching the data. (Contains 2 tables and 15 references.) (SLD)

ED 442 857

TM 031 277

Chiu, Christopher W. T.

A Subdividing Method for Generalizability Theory: Precision of Measurement Errors and Patterns of Missing Data.

Pub Date—2000-04-00

Note—43p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000). This study was based on a dissertation (Chiu, 1999) funded by the Dissertation Awards from the Graduate School at Michigan State University (MSU) and the Society of Multivariate Experimental Psychology (SMEP). The study equipment was sponsored by the Educational Testing Service (contract number: Ref. No. 5530) and by the computer center at

MSU.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Difficulty Level, *Error of Measurement, *Generalizability Theory, Interrater Reliability, Monte Carlo Methods, Simulation

Identifiers—*Missing Data

A procedure was developed to analyze data with missing observations by extracting data from a sparsely filled data matrix into analyzable smaller subsets of data. This subdividing method, based on the conceptual framework of meta-analysis, was accomplished by creating data sets that exhibit structural designs and then pooling variance components from these designs. A Monte Carlo simulation was used to examine the statistical properties of the variance-component estimates and some commonly used composite indices, the generalizability coefficient and the dependability coefficient. Data sets used to evaluate the method ranged from 750 examinees and 4 raters to 6,000 examinees and 28 raters with 2 tasks. Experimental conditions, such as item difficulty and rater inconsistency, were varied to model operational performance assessments. The subdividing method recovered variance component estimates with high accuracy and precision in a variety of conditions. Increasing the number of examinees scored by the same raters from 12 to 24 had virtually no effect on the accuracy and precision of the estimates. Results indicate that the subdividing method produces outcomes having properties that are similar to those of complete data methods. Different rules for forming groups of rates changed the structural design of scores and thus influenced the precision of measurement error estimations. Results from this study indicate that scoring centers can determine and forecast how confidently they can interpret generalizability analyses by controlling the rules used to assign tasks to raters and the universe of generalization for which normative and criterion-referenced decisions are made. Appendixes contain discussions of the structure of a modified balanced incomplete block design, a model to determine the size of a rater pool, and equations for the standard error of variance components in a two-facet crossed design. (Contains 13 figures and 31 references.) (SLD)

ED 442 858

TM 031 278

Lee, Guemin

Estimating Reliability and Standard Error of Measurement for Complex Reading Comprehension Tests under Generalizability Theory Models.

Pub Date—2000-04-24

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Error of Measurement, *Estimation (Mathematics), *Generalizability Theory, *Models, *Reading Comprehension, Reading Tests, *Scores

The purpose of this study was to investigate the relative appropriateness of several procedures for estimating reliability and standard errors of measurement of complex reading comprehension tests. Seven generalizability theory models were conceptualized by incorporating one or several factors of items, passages, themes, contents, and types of passages as sources of score variation. Results indicate that generalizability (reliability-like) coefficients for multivariate generalizability theory models incorporating "contents" and "types of passages" are close to coefficient alpha and, in contrast, incorporating "passages" and "themes" within univariate generalizability theory models produce non-negligible differences in reliability from coefficient alpha. This suggests that passages and themes be considered in evaluating the reliability of test scores for complex reading comprehension tests. (Contains 1 figure, 7 tables, and 15 references.) (Author/SLD)

ED 442 859

TM 031 279

Lee, Guemin Sykes, Robert C.

A Comparison of Scoring Modalities for Performance Assessment: A Case of Constructed Response Items.

Pub Date—2000-04-24

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Constructed Response, *Performance Based Assessment, Scores, *Scoring

Identifiers—Accuracy

This study was designed to investigate several scoring modalities in terms of the accuracy of scores and the efficiency of scoring procedures. Five scoring modalities (SM) are conceptualized by considering tasks and raters as sources of error where "p," "t," and "r" represent person, task, and rater, respectively. These are: (1) SM1 [p x t x r]; (2) SM2 [p x (t:r)]; (3) SM3 [p x (r:t)]; (4) SM4 [(p:r) x t]; and (5) SM5 [r:(p x t)]. SM1 and SM5 seem to be somewhat unrealistic for practical use in large-scale performance assessments. SM2 would be least preferable among the five scoring modalities conceptualized in this study for large-scale performance assessments. SM3 could be the best option when a high level of score accuracy is required and a high level of rater variation might be expected. If considering both score accuracy and efficiency of scoring procedures, SM4 should be considered for use in large-scale performance assessments. (Contains 2 figures, 3 tables, and 10 references.) (Author/SLD)

ED 442 860

TM 031 280

Gilbert, Linda S.

From Print to Pixels: Practitioners' Reflections on the Use of Qualitative Data Analysis Software.

Pub Date—2000-04-28

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, *Computer Software, *Data Analysis, *Qualitative Research, *Research Methodology, *Researchers

Identifiers—*NUDIST Computer Program

This paper studied how individual qualitative researchers perceive that their research procedures and perspectives have been influenced by the adoption of computer assisted qualitative data software. The study focused on Nud*1st software (non-numerical Unstructured Data; Indexing, Searching, and Theorizing). The seven participants ranged from new users to very experienced users of Nud*1st. Participants regarded Nud*1st as a tool, but one that needed to be learned. As they developed skill with it, their research processes were indeed changed, both directly and subtly. Overall, users thought that the software enabled them to organize their data better, which in turn enabled analysis. (Contains 19 references.) (SLD)

ED 442 861

TM 031 281

Hoffman, R. Gene Wise, Laurens L.

Establishing the Reliability of Student Proficiency Classifications: The Accuracy of Observed Classifications.

Human Resources Research Organization, Alexandria, VA.

Spons Agency—Kentucky State Dept. of Education, Frankfort.

Pub Date—2000-04-25

Contract—M-0003669

Note—17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27,

2000).
 Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Achievement, *Classification, *Observation, Probability, Raw Scores, *Reliability, Test Theory, *True Scores
 Identifiers—*Accuracy

Classical test theory is based on the concept of a true score for each examinee, defined as the expected or average score across an infinite number of repeated parallel tests. In most cases, there is only a score from a single administration of the test in question. The difference between this single observed score and the underlying true score is error. This paper focuses on accuracy as a function of particular observed scores, questioning whether a student's unknown true score is likely to be in the same category as the student's observed score. A limited set of test items was retrieved from a statewide examination. Sixteen multiple-choice mathematics items for 3,000 students were scaled using the three-parameter logistic option. The primary conclusion from this study is that classification accuracy functions based on observed scores look quite different from accuracy functions based on true scores. For some of the observed scores, the most likely true score is an adjacent classification category. A further exploration considered how observed scores are placed on the true score scale and whether using the same cut-points for true and observed scores is the best approach. The overall conclusion is that there is no way, short of a perfectly reliable test, of simultaneously maximizing observed score classification accuracy and the accuracy with which overall population distributions are estimated. Nonetheless, observed score classification accuracy curves do provide information about individual observed scores that is quite useful. These curves also provide a way of illustrating the consequences of particular decisions about the scaling and equating of performance category subscores. An appendix contains a visual depiction of the probability computations from the study. (SLD)

ED 442 862 TM 031 282

Ediger, Marlow

Assessing Five Sacred Cows in Education.

Pub Date—2000-05-26

Note—9p.

Pub Type— Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Behavior Problems, *Cooperative Learning, Educational Objectives, *Educational Theories, Elementary Secondary Education, *Heterogeneous Grouping, *Public Schools, *Team Teaching

The strengths and weaknesses of five highly publicized ideas in education are noted. The first is the idea of heterogeneous grouping. Advocates seem to think that there is no room for homogeneous grouping of students by ability, but both plans should be used because in society, individuals interact with others regardless of ability but they also seek peers for interaction. A second "sacred cow" is cooperative learning. Frequent assessment and evaluation are required to ensure that cooperative learning works as it should. Team teaching is a third idea that bears scrutiny. Many human relations problems may surface in team teaching, and it is important to allow for individual differences among instructors. A fourth concept that requires scrutiny is that of measurably stated objectives. There are dangers in the rigidity of measurably stated objectives that may inhibit real learning and limit the focus of instruction. The final "sacred cow" is the notion of teaching everybody in the public schools. There are good reasons for excluding certain highly disruptive students from the regular classroom if their presence hampers the learning of other students. (SLD)

ED 442 863 TM 031 283

Osborne, Jason W.

Testing Stereotype Threat: Does Anxiety Explain Race and Sex Differences in Achievement?

Pub Date—2000-04-00

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Anxiety, Females, *High School Seniors, High Schools, *Low Achievement, Males, Mathematics, Minority Groups, Performance Factors, *Racial Differences, *Sex Differences, *Stereotypes

Identifiers—High School and Beyond (NCES)

The stereotype threat theory of C. Steele (1992, 1997) attempts to explain the underperformance of minority students in academic domains and of women in mathematics. Steele asserts that situational self-relevance of negative group stereotypes in testing situations increases the anxiety these students experience, and that these differential anxiety levels explain performance differences. Research shows that manipulation of stereotype threat can affect academic performance. However, there has been little research testing whether anxiety does at least partially explain the relationship between race and achievement. The goal of this study was to examine whether anxiety will explain racial differences in academic performance and gender differences in mathematics performance in the context of a nationally representative sample of high school seniors. Data were drawn from the senior cohort data file of the High School and Beyond study, a cohort that initially consisted of 28,240 seniors from 1,015 schools. Partial mediation was observed, with anxiety explaining significant portions of the racial differences in academic performance. Anxiety also partially explained sex differences in mathematics achievement, although the effect sizes were very small. These results provide general support for Steele's stereotype threat hypothesis. (Contains 3 tables and 54 references.) (Author/SLD)

ED 442 864 TM 031 284

Walker de Felix, Judith

Portfolios: Metaphor upon Metaphor.

Pub Date—2000-04-27

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Metaphors, Performance Based Assessment, *Portfolios (Background Materials), *Preservice Teachers, *Teacher Education

The objective of this study was to investigate effective applications of portfolios based on research literature and practice in two distinct teacher education programs. During the study it quickly became apparent that the metaphors used to describe portfolios help elucidate how the profession perceives their appropriate use. In fact, the term "portfolio" is a metaphor educators have borrowed from artists. In some cases, the portfolio becomes a metaphor for statistical references. A second metaphor is the portfolio as tool, and another is the portfolio as conversation. At one school of education, portfolio use was well-established, and descriptions of portfolio use were very complete. At the second site, there was a strong focus on affective factors in learning, and there was considerable uncertainty about the direction state requirements for accreditation would take. In many ways, at both schools, the portfolio became the context for learning how to interact professionally. Conceptualizing the portfolio as tool and as conversation were the metaphors most commonly found at both schools. The challenge for teacher preparation programs is to find ways of implementing the portfolio in ways that promote professional growth and program enhancement while maintaining conversations that are succinct and scintillating. (Contains 35 references.) (SLD)

ED 442 865

TM 031 285

Filer, Ann Pollard, Andrew

Assessment and Career in a Primary School.

Pub Date—2000-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Case Studies, Elementary Education, Foreign Countries, Interaction, Models, Program Evaluation, *Social Influences, *Student Evaluation, *Teacher Role, Urban Schools
 Identifiers—England

This paper explores the ways in which social processes and taken-for-granted classroom practices influence the production of individual pupil performance, its assessment, and the interpretations of such judgments. The study is contextualized in the longitudinal parallel ethnographies of the Identity and Learning Programme, a collaborative program that originated in two urban elementary schools in England that is influenced by theories of symbolic interactionism. The findings presented here relate to the assessment phase of the overall program and focus around a model of questions concerning social influences on assessment. Key aspects of the model are presented and illustrated with examples from the case study that informed it. The overall model and the analysis give rise to the question of what is involved in a teacher "knowing" a child for assessment purposes. The case study of one pupil over the years of elementary school education illustrates the exploration of this question. (Contains 26 references.) (SLD)

ED 442 866 TM 031 286

Finch, Holmes Huynh, Huynh

Comparison of Similarity Measures in Cluster Analysis with Binary Data.

Pub Date—2000-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Algorithms, *Cluster Analysis, Monte Carlo Methods, Responses, Sample Size, Simulation

Identifiers—*Binary Data Analysis, Dichotomous Variables, *Similarity (Concept)

One set of approaches to the problem of clustering with dichotomous data in cluster analysis (CA) was studied. The techniques developed for clustering with binary data involve calculating distances between observations based on the variables and then applying one of the standard CA algorithms to these distances. One of the groups of distances that are designed for binary data is known collectively as matching coefficients. There are several incarnations of matching coefficients, but all take as their main goal the measurement of response similarity between any two observations. Thus, distance and similarity come to express the same concept with respect to the observations. This study examined four measures of association that are common to four previous studies. Using Monte Carlo simulation, cluster analysis was conducted using the four distance measures. Under the conditions of this study, the four measures performed very much the same in terms of correctly classifying individuals into two clusters based on dichotomous variables. Another interesting result is that clustering solutions were virtually identical for samples of size 240 and 1,000. (Contains 6 tables, 6 figures, and 12 references.) (SLD)

ED 442 867 TM 031 287

Pan, Wei Frank, Kenneth A.

On the Moments of the Product of Two Dependent Correlation Coefficients.

Pub Date—2000-04-00

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association

sociation (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Correlation, *Sample Size, Simulation, Social Science Research
Identifiers—*Kurtosis, Mean (Statistics), *Product Moment Correlation Coefficient, Skew Curves, Variance (Statistical)

A simulation study was conducted to obtain approximate moments of the distribution of the product of two dependent correlation coefficients. The parameters in the simulation were sample size and three population corrections. In general, the simulation results were not very satisfactory. The approximated mean, variance, and skewness were accurate enough, but the kurtosis was not. The implications of these findings for other social science research are discussed. (Contains 1 table and 35 references.) (SLD)

ED 442 868 TM 031 289

Blank, Rolf K. Manise, Jennifer Brathwaite, Barbara C.

State Education Indicators with a Focus on Title I, 1999.

Council of Chief State School Officers, Washington, DC.

Spons Agency—Department of Education, Washington, DC. Planning and Evaluation Service.

Report No.—ISBN-1-884037-58-5

Pub Date—2000-00-00

Note—263p.

Available from—Council of Chief State School Officers, Attn: Publications, One Massachusetts Avenue NW, Suite 700, Washington, DC 20001-1431 (\$20 including shipping and handling). Tel: 202-336-7016; Fax: 202-408-8072; Web site: www.ccsso.org.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—*Academic Achievement, Accountability, *Compensatory Education, *Demography, Educational Change, Elementary Secondary Education, Limited English Speaking, Low Income Groups, Migrant Youth, Poverty, *State Programs, *Student Characteristics, Test Results, Testing Programs

Identifiers—*Educational Indicators, *Elementary Secondary Education Act Title I

This report provides important state-by-state information on the characteristics and performance of schools and students in each state, information that is vital to monitoring the progress and evaluating the success of local, state, and national education reforms. The report disaggregates student achievement data so that attention can be focused not only on the average student, but on students in high poverty schools, migrant students, and students with limited English proficiency. Indicators in each state profile are organized into these categories: (1) school and teacher demographics; (2) student demographics; (3) statewide accountability information; and (4) student achievement. Information is also provided for Title I programs in each state. Statewide totals for numbers of students in public elementary and secondary schools are reported for 2 years, the most recent year for which data are available and the baseline year closest to 1990 for which there are data. Indicators are reported for each state, the District of Columbia, and the entire United States. Appendixes contain state proficiency level definitions, state rankings for various indicators, and information on the National Assessment of Educational Progress. (SLD)

ED 442 869 TM 031 290

Arnstine, Barbara Futernick, Ken Hodson, Timothy A. Ostgaard, Kolleen

Raising the Bar: Standards and Tests in California's High Schools. A Town Hall Meeting. California State Univ., Sacramento; California State Legislature, Sacramento. Senate.

Pub Date—1999-00-00

Note—97p.; A production of the LegiSchool Project, a collaboration between California State University, Sacramento, and the California State Legislature.

nia State Legislature.

Available from—Senate Publications, 1020 N Street, Room B-53, Sacramento, CA 95814 (Order number 989-S; \$3.50 includes shipping and handling; checks payable to Senate Rules Committee). Tel: 916-327-2155.

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Broadcast Television, *Educational Testing, *High School Students, High Schools, Legislators, *State Legislation, *Test Use

Identifiers—*California, *Town Meetings

In 1999, the LegiSchool Project planned to conduct the 12th in its series of televised Town Hall Meetings to provide a forum in which California high school students, educators, and legislators can engage in face-to-face dialogue about problems of mutual interest. For 1999, the topic is standards and tests in California high schools. This guide contains background material, articles, and critical thinking questions to help participants prepare for the meeting. The introduction contains six newspaper articles related to standards and high school testing and poses four critical thinking questions. The second section, "Standards and Accountability," contains two state bills related to testing and six articles from newspapers, with five critical thinking questions. Section 3, "High School Graduation Examination," focuses on California's graduation requirements, with two excerpts from proposed legislation, six newspaper articles, and six critical thinking questions. Section 4 considers social promotion through one state bill, three newspaper articles, and four questions to stimulate critical thinking. Section 5 discusses "New Ways To Meet the Standards" through six newspaper articles and four critical thinking questions. An appendix contains brief descriptions of first extraordinary session bills for 1999-2000. (SLD)

ED 442 870 TM 031 295

Jiang, Mingming Meskill, Carla

Analyzing Multiple Dimensions of Web-Based Courses: The Development and Piloting of a Coding System.

Pub Date—2000-04-00

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Coding, Course Content, *Data Analysis, Distance Education, Evaluation Methods, Higher Education, *Online Systems, *World Wide Web

Identifiers—*Online Courses

This study undertook the development and piloting of a coding system for the evaluation of asynchronous Web-based Instruction and learning. Processes were guided by four prominent educational perspectives and the extended examination of, and survey data from, 17 archived Web-based courses. These served as the bases for the development and application of the coding system. The study focus was on 4 courses, involving 801 students. Data from the pilot application of the coding system indicate that there are particular features of courses favored by learners. Features such as content richness, instructor's constructive and probing questions and responses, the amount and quality of learner participation in discussions, and links to students' own experiences are integral to those courses students deem supportive of their learning and environment. An appendix contains the survey questions. (Contains 5 tables and 25 references.) (Author/SLD)

ED 442 871 TM 031 297

Lee, Jaekyung

Using National and State Assessments To Inform the Performance of Education Systems.

Spons Agency—National Science Foundation,

Arlington, VA.

Pub Date—2000-04-28

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Case Studies, Comparative Analysis, Educational Change, Elementary Secondary Education, National Competency Tests, *Performance Factors, *State Programs, Tables (Data), *Test Results, *Testing Programs
Identifiers—*National Assessment of Educational Progress

This study considered two questions about the use of national and state assessment databases: (1) Do state and national assessments provide the same information on the performance of an educational system? and (2) What are the factors that might affect the discrepancies between national and state assessment results? Kentucky and Maine were chosen for a case study. Four categories in the assessments of these states were compared with the same four categories of the National Assessment of Educational Progress (NAEP). While there were close similarities between the corresponding categories, it was risky to make direct comparisons without understanding how the NAEP and state assessments defined performance standards and how each state arrived at its own proficiency category labels. The percentage of students performing at or above high proficiency levels in the Maine and Kentucky assessments were not substantially different from the national assessment results. However, results were not entirely consistent across grades and years, a finding attributed to the fact that the definitions of performance standards and the methods of standard setting were different. The sizes of achievement gains from the state's own computations were greater than counterpart gains from the NAEP, something attributed to the high-stakes nature of the state assessments. These findings suggest that policymakers and educators need to become more aware of the uses and limitations of current national and state assessments as education information databases. (Contains 2 figures, 13 tables, and 12 references.) (SLD)

ED 442 872 TM 031 298

Onwuegbuzie, Anthony J.

I'll Begin My Statistics Assignment Tomorrow: The Relationship between Statistics Anxiety and Academic Procrastination.

Pub Date—2000-04-27

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Anxiety, *Graduate Students, Graduate Study, Higher Education, *Statistics, *Student Attitudes

Identifiers—*Procrastination, *Statistics Anxiety

Statistics anxiety, which is experienced by as many as 80% of graduate students, has been found to weaken performance in statistics and research methodology courses. This study examined the prevalence of procrastination on statistics assignments among graduate students and the relationship between academic procrastination and six dimensions of statistics anxiety. Participants were 135 graduate students enrolled in 3 sections of a required introductory-level educational research course at a southeastern university. Findings reveal that a high percentage of students reported problems with procrastination on writing term papers, studying for examinations, and completing weekly reading assignments. Overall academic procrastination was significantly positively related to the following dimensions of statistics anxiety: interpretation anxiety, tests class anxiety and fear of asking for help. A canonical correlation analysis reveals that academic procrastination resulting from both fear of failure and task aversiveness was related significantly to the worth given to statistics,

interpretation anxiety, test and class anxiety, computational self-concept, fear of asking for help, and fear of the statistics instructor. Implications for statistics anxiety reduction as a procrastination intervention are discussed. (Contains 4 tables and 76 references.) (Author/SLD)

ED 442 873 TM 031 299
Obiekwe, Jerry C.

The Latent Structures of the Learning and Study Strategies Inventory (LASSI): A Comparative Analysis.

Pub Date—2000-04-00

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Students, Comparative Analysis, *Factor Structure, Higher Education, Models

Identifiers—Confirmatory Factor Analysis, *Latent Structure Models, *Learning and Study Strategies Inventory

The first purpose of this study was to analyze the results of the confirmatory factor analyses, via EQS, with regard to the latent structures of the Learning and Study Strategies Inventory (LASSI) (C. Weinstein, D. Palmer, and A. Schulte, 1987) as proposed by S. Olejnik and S. Nist (1992), A. Olivarez and M. Tallent-Runnels (1994), B. Olausson and I. Braten (1998), and the model that evolved from the exploratory factor analysis of the current data set. Data were from two samples, one of 319 college freshmen and the other of 2,535 college freshmen. The aim was not only to determine the model that best fits the data set, but also to investigate how replicable these models are with a large sample size. The model proposed by Olausson and Braten appears to have the best fit to the data of this study. The two-factor model that evolved from the exploratory factor analysis of the data did not adequately explain the data under the scrutiny of confirmatory factor analysis. This study supports the three latent structure model of the LASSI instrument. The second purpose of the study was to examine the reliability (internal consistency) of the 10 LASSI subscales. The results show that, in some subscales, the Cronbach alpha obtained from this study appear to be slightly better than the indices reported in the manual. Overall, the alpha coefficients obtained in this study reasonably matched those reported in the LASSI manual. (Contains 2 tables, 4 figures, and 16 references.) (Author/SLD)

ED 442 874 TM 031 300
Huynh, Huynh

On Item Mappings and Statistical Rules for Selecting Binary Items for Criterion-Referenced Interpretation and Bookmark Standard Settings.

Pub Date—2000-04-00

Note—10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Bayesian Statistics, *Criterion Referenced Tests, *Selection, Standards, Test Construction, Test Interpretation, *Test Items

Identifiers—*Mapping, *Standard Setting

Item mappings are widely used in educational assessment for applications such as test administration (through test form assembly and computer assisted testing) and for criterion-referenced (CR) interpretation of test scores or scale anchoring. Item mappings are also used to construct ordered item booklets in the CTB/McGraw Hill Bookmark standard setting procedure. Selection rules for mapping the items vary with the purpose of the mapping. The objective of this paper is to categorize various types of item mappings, to describe ways to assess the consequences of a given item selection rule for mapping a binary item, and to provide a general empirical Bayes framework from which specific

selection rules can be derived. A comparison is made on the maximum information (MI) rules and those derived from an empirical Bayes (EB) approach. It is noted that the EB rules coincide with the MI rules if the correction for guessing formula is used to extend the EB rules for Rasch and two parameter logistic items to the EB rules for three parameter logistic items. (Contains 13 references.) (Author/SLD)

ED 442 875 TM 031 301
Huynh, Huynh

On Bayesian Rules for Selecting 3PL Binary Items for Criterion-Referenced Interpretations and Creating Booklets for Bookmark Standard Setting.

Pub Date—2000-04-00

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Bayesian Statistics, *Criterion Referenced Tests, *Selection, Standards, Test Construction, Test Interpretation, *Test Items

Identifiers—Rasch Model, *Standard Setting, *Three Parameter Model

By noting that a Rasch or two parameter logistic (2PL) item belongs to the exponential family of random variables and that the probability density function (pdf) of the correct response ($X=1$) and the incorrect response ($X=0$) are symmetric with respect to the vertical line at the item location, it is shown that the conjugate prior for ability is proportional to $[I(\theta)]^{\alpha}$ where $I(\theta)$ is the item information and α is a positive constant. When the above prior is applied to a three parameter logistic (3PL) item, the requirement that item selection rules are bound to the traditional formula for correction for random guessing implies that the constant α must be 1. Thus, maximum information selection rules for 3PL items are the only rules that are consistent with a Bayesian analysis based on the family of conjugate priors and with the use of the correction-for-guessing formula. (Contains 16 references.) (Author/SLD)

ED 442 876 TM 031 302
Wicker, Frank W. McCann, Erin J. Reed, JoyLynn H. Turner, Jeannine E. Hamman, Douglas

Goal Type, Goal Difficulty, and Affective Values of Goals.

Pub Date—2000-04-28

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Achievement Need, *Affective Behavior, *College Students, Higher Education, *Objectives, Performance Factors, Values

Interactions and relationships involving goal attributes and goal types were examined to supplement previous studies of goal types alone. In previous studies, goal attributes such as positive-based incentive values had been found to be higher for intrinsic goals, mastery goals, and more difficult goals. Intrinsic goals and mastery goals were more positive-based than were extrinsic and performance goals unless goals were also perceived as difficult. College students ($n=102$) completed a booklet in which they rated academic goals in terms of several goal attributes, using a 7-point response scale. In this study, performance-approach goals differed from performance-avoidance goals in several types of incentive value, and contrasts between these two goal types appeared both to be confounded with difficulty level and to interact with it. Results are consistent with goal orientation theories, but also suggest possible elaborations of those theories as new information is obtained about interactions among goal attributes. (Author/SLD)

ED 442 877 TM 031 303

Pacino, Maria A.

A Journey of Inquiry: A Researcher's Personal Narrative.

Pub Date—2000-04-24

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Attitudes, College Faculty, Ethics, Higher Education, Hispanic Americans, *Inquiry, *Minority Groups, *Personal Narratives, *Research Methodology, Researchers

Identifiers—Latinas, *Researcher Subject Relationship

A researcher who is also a college teacher reflects on the personal meaning of research and the relationship between researcher and subject. As teacher-researchers embark on the process of discovery, they engage in relationships with informants. Developing these relationships requires implicit moral and ethical responsibility, mutual respect, and reciprocity. Relationships become the central focus of interpretative research where all participants collaborate as researchers and learners. The ethics of building relationships with informants requires researchers to disclose their intentions fully and to regard informants as co-learners. The researcher's experience in a study involving Latinas illustrates the complexities of the researcher-informant relationship and the importance of cultural sensitivity in the research process. (Contains 14 references.) (SLD)

ED 442 878 TM 031 304
Hansen, Mary A. Cerrillo, Tracy L. Lane, Suzanne Paluda, Jennifer Parke, Carol S. Van den Heuvel, Jill R.

The Relationship between MSPAP and Social Studies Classroom Instruction and Assessment Materials.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-04-00

Note—31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000). For the evaluation of Maryland teachers' classroom science materials, see TM 031 305.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Elementary School Teachers, *Instructional Materials, *Middle School Teachers, Middle Schools, Outcomes of Education, *Performance Based Assessment, *Social Studies, *Student Evaluation

Identifiers—Maryland, *Maryland School Performance Assessment Program

As part of a research project being conducted to determine the impact that the Maryland Learning Outcomes and the Maryland State Performance Assessment Program (MSPAP) are having on classroom instruction and assessment practices, social studies classroom materials were collected from elementary and middle schools in Maryland during the 1997-1998 school year. These materials were examples of instruction and assessment activities used by teachers in their day-to-day teaching. The activities were analyzed with respect to the extent to which they are aligned with the Maryland Learning Outcomes in the social studies area and the extent to which they represent MSPAP tasks with regard to such features as processes assessed, format, response types required, and integration with other subject areas. In all, 304 social studies teachers from 61 schools sent in social studies activities, a response rate of 71%. The analyses of the social studies classroom materials sent in by teachers suggests that the instruction and assessment classroom activities are similar to each other in their representation of the Maryland Learning Outcomes and similarity to MSPAP-like tasks. These activities are

less similar to the learning outcomes and tasks, however, than the MSPAP test preparation activities. (Contains 15 tables and 1 figure.) (SLD)

ED 442 879 TM 031 305

Cerrillo, Tracy L. Hansen, Mary A. Parke, Carol S. Lane, Suzanne Scott, Kathryn

The Relationship between MSPAP and Science Classroom Instruction and Assessment Materials.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-04-00

Note—31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000). For the evaluation of Maryland teachers' social studies materials, see TM 031 304.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Elementary School Teachers, *Instructional Materials, *Middle School Teachers, Middle Schools, Outcomes of Education, *Performance Based Assessment, *Science Instruction, Sciences, *Student Evaluation

Identifiers—Maryland, *Maryland School Performance Assessment Program

As part of a research project being conducted to determine the impact that the Maryland Learning Outcomes and the Maryland State Performance Assessment Program (MSPAP) are having on classroom instruction and assessment practices, science classroom materials were collected from elementary and middle schools in Maryland during the 1997-1998 school year. These materials were examples of instruction and assessment activities used by teachers in their day-to-day teaching. The activities were analyzed with respect to the extent to which they are aligned with the Maryland Learning Outcomes in science and the extent to which they represent MSPAP tasks with regard to such features as processes assessed, format, response types required, and integration with other subject areas. In all, 301 science teachers from 62 schools sent in social studies activities, a response rate of 70%. A coding scheme was developed to reflect important features of these tasks. Instruction and assessment activities showed different patterns. In general, instruction activities were more similar to the MSPAP than assessment. The findings suggest that the instruction, assessment, and test preparation activities sent in by Maryland teachers reflect the Maryland Learning Outcomes from a moderate to high degree. However, instruction and assessment activities are less similar to the Maryland Learning Outcomes and MSPAP than the test preparation activities. Results from related studies of alignment in the subject areas of reading, mathematics, writing, social studies, and science are discussed for their similarities and differences in the degree of alignment. (Contains 16 tables.) (SLD)

UD

ED 442 880 UD 033 397

McCarthy, Sarah

Separate and Unequal: A Report on Educational Barriers for Homeless Children & Youth.

National Law Center on Homelessness and Poverty, Washington, DC.

Spons Agency—Kellogg Foundation, Battle Creek, MI.; Freddie Mac Foundation, McLean, VA.

Pub Date—2000-01-00

Note—72p.; Additional funding provided by the Butler Family Fund.

Available from—National Law Center on Homelessness and Poverty, 1411 K Street, N.W., Suite 1400, Washington, DC 20005 (\$20). Tel:

202-638-2535.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Access to Education, *Children, Elementary Secondary Education, *Enrollment, *Homeless People, Preschool Education, Social Services, Student Mobility, Surveys, Transportation

Identifiers—*Shelters

To update previous reports about the education provided for homeless children, the National Law Center conducted a survey of providers of services for the homeless and of other advocates for the homeless. The 80 respondents represented 64 family shelter providers in 33 states. Nearly 79% of respondents reported that transportation is a barrier for homeless children who remain in the school they attended before becoming homeless, and 38% reported that residency requirements are a barrier that keeps children from their original schools. Difficulty in obtaining birth certificates and immunization requirements were barriers for enrollment of homeless children. A disturbing trend is the establishment of separate schools or classrooms for homeless children. A study of 40 such "schools" reveals that they are usually located in shelters or churches. They typically do not provide the same curricular and extracurricular activities as regular public schools, and they may not be staffed by certified teachers. They often group children into multi-age, multigroup classes, and they may violate health and safety codes. The report contains recommendations to ensure the integration of homeless children into mainstream public schools. The survey is attached. (SLD)

ED 442 881 UD 033 552

Q&A: Questions and Answers Guide on the Education of Children and Youth in Homeless Situations. Opening the Doors of Public Education for Children and Youth in Texas.

Texas Univ., Austin. Office for the Education of Homeless Children and Youth.

Spons Agency—Texas Education Agency, Austin.; Department of Education, Washington, DC.; Texas Univ., Austin. Charles A. Dana Center.

Pub Date—1999-07-00

Note—44p.; Also sponsored by the Stewart B. McKinney Homeless Assistance Act and the Region 10 Education Service Center.

Available from—Office for the Education of Homeless Children and Youth, University of Texas at Austin, Charles A. Dana Center, 2901 North IH-35, DEV 2.200, Austin, TX 78722-2348. Tel: 800-446-3142 (Toll Free in Texas); Web site: <http://www.utdancenter.org/OEHY>.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *Adolescents, *Children, Educational Legislation, Elementary Secondary Education, Enrollment, Federal Legislation, *Homeless People, Public Education, School Community Relationship, School Responsibility, School Role, *Special Education, State Legislation, Student Needs

Identifiers—Shelters, *Stewart B McKinney Homeless Assistance Act 1987, Texas

This publication provides school administrators, teachers, staff, shelter personnel, social service providers, and others with information on the education of homeless children and youth in Texas. It covers a broad range of topics with information on current federal and state laws and policies, educational programs and services, and state and local social services. It provides insights into the physical and mental health and safety needs of homeless children and youth and how these needs can be addressed through collaboration between the school and community. After a glossary of acronyms, the paper presents background information on the Stewart B. McKinney Homeless Assistance Act, the Texas response to the Act, the Texas response to children and youth living without parents or legal guardians, state legislation, and homelessness in Texas. Additional resources on homeless education are listed. Part 1 offers a definition of homelessness and homeless children. Part 2 describes school

responsibilities for enrollment. Part 3 focuses on how schools can help homeless students and what these students' needs are. Part 4 describes the role of shelters. Part 5 discusses special education and the homeless student. (SM)

ED 442 882 UD 033 592

Poe-Yamagata, Eileen Jones, Michael A.

And Justice for Some.

National Council on Crime and Delinquency, Davis, CA.

Pub Date—2000-04-00

Note—33p.; Some graphs may not reproduce adequately.

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Blacks, *Correctional Institutions, *Delinquency, Hispanic Americans, *Juvenile Justice, *Minority Groups, *Young Adults

Identifiers—African Americans

The over-representation of minorities, especially African Americans, in U.S. prisons has received much attention in recent years, but the disproportionate representation of minorities is not limited to adult prisons. It is also found among youth confined in secure juvenile facilities. Because of inconsistencies in the collection and reporting of information about Latino youth, they are often counted as "white," resulting in the under-reporting of confined minority group members. Data from a number of sources indicates that minority over-representation is generally a product of actions that occur at earlier points in the juvenile justice system. In 1998, African American youth were over-represented as a proportion of arrests in 26 of 29 offense categories documented by the Federal Bureau of Investigation. White youth represented 66% of the juvenile court referral population, but they were only 53% of the detained population. African Americans made up 31% of the referred population, and 44% of the detained population. Minority youth were also over-represented in formal processing, waiver to adult court, and dispositions of out-of-home placement. It is expected that the cumulative disadvantage of minority youth will continue to spiral as states continue to pass more punitive laws allowing youth to be charged as adults. (SLD)

ED 442 883 UD 033 613

Moore, Kristin Anderson Vandiver, Sharon

Stressful Family Lives: Child and Parent Well-Being. New Federalism: National Survey of America's Families Series B, No. B-17. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

Urban Inst., Washington, DC.; Child Trends, Inc., Washington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.

Pub Date—2000-06-00

Note—9p.; Additional support provided by the Stuart Foundation.

Available from—Urban Institute, 2100 M Street, N.W., Washington, DC 20037. Tel: 202-261-5687; Web site: <http://www.urban.org>.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, *Children, *Family Environment, Health, Low Income

Groups, National Surveys, *Poverty, *Stress Variables

Identifiers—Access to Health Care

To assess the level of family stress that a child experiences, several questions from the National Survey of America's Families (NSAF) were combined to create a family stress index. The NSAF is a survey of more than 44,000 households representative of the United States as a whole and of 13 states, conducted as part of the Assessing the New Federalism project. The family stress index assigns one point for each of six stressful circumstances related to the inability to meet household expenses (including shelter and food), access to health care, and poor health. Children in families scoring two or higher on the index were categorized as living in stressful family environments. Findings indicate that half of children living in families with income below the federal poverty level also lived in stressful family environments. Thirty-five percent of children in families with incomes between 100 and 150% of the federal poverty level lived in stressful family environments. In contrast, just 1 child in 20 of those families with incomes over 3 times the federal poverty level lived in stressful family environments. Levels of stress also vary by parents' education and by family structure. Children living in single-parent families or cohabiting families were more than twice as likely as those living in married couple families to live in stressful family environments. There are striking differences across the states in the proportion of children living in stressful family environments, ranging from a low of 15% in Wisconsin to a high of 30% in California. Overall, just over one in five children in the United States lives in a stressful family environment. Data suggest that children living in stressful family environments are nearly twice as likely to exhibit low levels of school engagement and are four times more likely to have high levels of behavioral and emotional problems. (Contains 1 table, 6 figures, and 16 references.) (SLD)

ED 442 884 UD 033 614

Moore, Kristin Anderson Vandivere, Sharon Ehrle, Jennifer

Turbulence and Child Well-Being. New Federalism: National Survey of America's Families. Series B, No. B-16. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

Urban Inst., Washington, DC; Child Trends, Inc., Washington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD; Kellogg Foundation, Battle Creek, MI; Robert Wood Johnson Foundation, Princeton, NJ; Henry J. Kaiser Family Foundation, Menlo Park, CA; Ford Foundation, New York, NY; John D. and Catherine T. MacArthur Foundation, Chicago, IL; Mott (C.S.) Foundation, Flint, MI; David and Lucile Packard Foundation, Los Altos, CA; McKnight Foundation, Minneapolis, MN; Commonwealth Fund, New York, NY; Weingart Foundation, Los Angeles, CA; Fund for New Jersey, East Orange; Lynde and Harry Bradley Foundation, Milwaukee, WI; Joyce Foundation, Chicago, IL; Rockefeller Foundation, New York, NY.

Pub Date—2000-06-00

Note—9p.; Additional support provided by the Stuart Foundation.

Available from—Urban Institute, 2100 M Street, N.W., Washington, DC 20037. Tel: 202-261-5687; Web site: <http://www.urban.org>.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, *Change, *Child Welfare, *Children, *Family Environment, Health, Low Income Groups, National Surveys, *Poverty, *Stress Variables

Identifiers—Access to Health Care

The 1997 National Survey of America's Families (NSAF) asked parents of 6- to 17-year-olds several questions in order to assess the degree of turbulence or stability in a child's life. Turbulence was associated with several types of change, including moves and multiple school changes. The NSAF is a survey of more than 44,000 families, representing a

national sample and the populations of 13 states, conducted as part of the Assessing the New Federalism project. A child who experienced two or more of the defined changes during the prior 12 months was classified as experiencing turbulence. Nationwide in 1997, 6% of all children experienced turbulence as defined for this study. When children are compared by family income, welfare receipt, family structure, and parental education, it becomes apparent that turbulence is much more prevalent in poor families than it is in moderate- or higher-income families. Fourteen percent of children in families that received Aid to Families with Dependent Children experienced high levels of turbulence in their lives. Nine percent of children who lived in one-parent families experienced turbulence, compared with 5% of children in two-parent families. Children who had experienced turbulence were also more likely than other children to have high levels of emotional and behavioral problems. There is considerable variation across states in the percentages of children who have experienced high levels of turbulence, with a high of 9% in Florida. Evidence from the NSAF indicates that turbulence is associated with poorer outcomes for children. (Contains 1 table, 5 figures, and 22 references.) (SLD)

ED 442 885 UD 033 615

Moore, Kristin Anderson Vandivere, Sharon Ehrle, Jennifer

Sociodemographic Risk and Child Well-Being. New Federalism: National Survey of America's Families. Series B, No. B-18. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

Urban Inst., Washington, DC; Child Trends, Inc., Washington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD; Kellogg Foundation, Battle Creek, MI; Robert Wood Johnson Foundation, Princeton, NJ; Henry J. Kaiser Family Foundation, Menlo Park, CA; Ford Foundation, New York, NY; John D. and Catherine T. MacArthur Foundation, Chicago, IL; Mott (C.S.) Foundation, Flint, MI; David and Lucile Packard Foundation, Los Altos, CA; McKnight Foundation, Minneapolis, MN; Commonwealth Fund, New York, NY; Weingart Foundation, Los Angeles, CA; Fund for New Jersey, East Orange; Lynde and Harry Bradley Foundation, Milwaukee, WI; Joyce Foundation, Chicago, IL; Rockefeller Foundation, New York, NY.

Pub Date—2000-06-00

Note—8p.; Additional support provided by the Stuart Foundation.

Available from—Urban Institute, 2100 M Street, N.W., Washington, DC 20037. Tel: 202-261-5687; Web site: <http://www.urban.org>.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, Change, *Child Welfare, *Children, *Demography, *Family Environment, Health, Low Income Groups, National Surveys, Poverty, *Socioeconomic Status, *Stress Variables

The National Survey of America's Families (NSAF) includes several questions that can be used to assess sociodemographic risk. The NSAF is a national survey of more than 44,000 families, conducted as part of the Assessing the New Federalism project. Measures used to form an index of risk are: (1) single parenthood; (2) four or more children living in the child's household; (3) the lack of a high school diploma or general equivalency diploma by the child's parent; and (4) poverty. Children who experienced three or more risks were classified as having a high level of sociodemographic risk. Nationally in 1997, 8% of children under age 18 experienced high levels of sociodemographic risk. Among the 13 states studied, the proportion of children experiencing high risk ranged from 3 to 17%. Risk factors tended to co-occur; children who experienced one stressful factor were likely to experience others. About half of poor children experienced poverty plus one other risk factor, and 5% experienced all the risk factors. Children who experience high levels of sociodemographic risk are

substantially more likely than other children to suffer negative outcomes, such as emotional and behavioral problems and difficulties in school. Implications of NSAF findings for the study of high-risk children are discussed. (SLD)

ED 442 886 UD 033 625

Ellison, Constance M. Boykin, A. Wade Towns, Donna Penn Stokes. Almeta

Classroom Cultural Ecology: The Dynamics of Classroom Life in Schools Serving Low-Income African American Children.

Center for Research on the Education of Students Placed At Risk, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CRESPAR-R-44

Pub Date—2000-05-00

Contract—R-117-D40005

Note—41p.

Available from—For full text: <http://www.crsos.jhu.edu>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black Students, Classification, Discipline, *Educational Environment, Elementary Secondary Education, Focus Groups, *Low Income Groups, Protocol Analysis, *Teacher Characteristics, Teaching Methods, Urban Schools

Identifiers—African Americans, *Cultural Ecology

This study was conducted to gain descriptive insights into the routines, practices, perceptions, and interactions that make up the everyday ecology of classrooms serving African American children from low-income backgrounds. A taxonomic scheme was devised for examining the realities of what occurs in classrooms. The taxonomy identifies five dimensions of classroom life: (1) social/psychological relations; (2) technical core of instruction; (3) physical structure and organizational routines; (4) discipline and classroom management; and (5) attitudes, perceptions, and expectations. Protocols were obtained from classroom observations in 21 elementary classrooms, in which 52 observations yielded 150 hours of direct observation in grades 1 through 6. Thirty-seven students from these classrooms participated in focus groups. Findings show the importance of the teachers' personality and early morning demeanor in setting classroom tone and the usefulness of group instruction in averting disciplinary problems. Also highlighted were the teachers' tone of voice and nonverbal forms of disciplinary and management techniques. Students in focus groups showed generally positive attitudes toward their teachers, and their responses demonstrated the importance of teachers' language and communication styles. Results also show that cultural themes associated with mainstream culture were more prevalent in the classrooms than cultural themes associated with Afro-cultural ideas. The results have implications for the development of a more extensive and inclusive effort to describe the experience of low-income African American elementary school students. (Contains 26 references.) (SLD)

ED 442 887 UD 033 626

McDermott, Peter Rothenberg, Julia

The Characteristics of Effective Teachers in High Poverty Schools—Triangulating Our Data.

Pub Date—2000-04-00

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, Elementary Education, *Elementary School Teachers, Focus Groups, Instructional Effectiveness, Low Income Groups, *Middle School Students, Middle Schools, Parent Attitudes, *Parents, Student

Attitudes, Teacher Characteristics, *Teacher Effectiveness

This paper reports findings from a series of focus groups with seven parents, six middle school girls, and four elementary school teachers in a high poverty urban neighborhood. The study began with the purpose of identifying the characteristics of exemplary teachers in low-income urban schools. As the research continued, it became apparent that the answer was straightforward—exemplary urban teachers are those who construct respectful and trusting relationships with students and their families. The paper illustrates the value of triangulating data collection to understand issues of teaching and learning in urban schools better. Being positive with children was the theme that dominated parent discussion, and parents appealed for good communication with their children's teachers. Teachers agreed about the importance of parental involvement in children's education, and they knew that they were unsuccessful in this aspect of their teaching. Students spoke about basic issues of respect and comfort. Triangulating these data helped researchers build a description of the qualities of effective urban teachers. It was clear that a barrier existed between parents and teachers in this study. Caught in the middle of parent-teacher conflict, the students appreciated teachers who expressed interest in their lives. (Contains 29 references.) (SLD)

ED 442 888 UD 033 627

KIDS COUNT Data Book, 2000: State Profiles of Child Well-Being.

Annie E. Casey Foundation, Baltimore, MD.

Report No.—ISSN-1060-9814

Pub Date—2000-00-00

Note—393p.; For the 1999 Data Book, see ED 430 723.

Available from—Annie E. Casey Foundation, Attention: KIDS COUNT Data Book, 701 St. Paul Street, Baltimore, MD 21202. Tel: 410-223-2890; Fax: 410-547-6624. For full text: <http://www.aecf.org>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC16 Plus Postage.

Descriptors—Accidents, *Adolescents, Birth Weight, Child Development, *Child Health, Child Welfare, *Children, Day Care, Dropouts, Early Childhood Education, Early Parenthood, Economic Factors, Homicide, Infant Mortality, Intermediate Grades, Mortality Rate, One Parent Family, Part Time Employment, Poverty, Suicide, Tables (Data), Unemployment, Violence, *Well Being

Identifiers—States (Geopolitical Regions)

This publication presents a broad array of data designed to illuminate the status of America's children and to assess trends in their well-being. By updating the assessment every year, this book provides ongoing benchmarks with which states can see how they have advanced or regressed since 1990. The book focuses on 10 indicators: percent low-birthweight babies; infant mortality rate; child death rate; rate of teen deaths by accident, homicide, and suicide; teen birth rate; percent of teens who are high school dropouts; percent of teens not attending school and not working; percent of children living with parents who do not have full-time, year-round employment; percent of children in poverty; and percent of families with children headed by a single parent. Data are provided for the nation and for each state on demographic change, economic characteristics, child health and education, and child care indicators. Three appendixes present KIDS COUNT standard scores and national rankings, multi-year trend data for KIDS COUNT indicators, and multi-year national composite ranks. The publication also includes definitions and data sources, criteria for selecting KIDS COUNT indicators, and primary contacts for state KIDS COUNT projects. (SM)

ED 442 889 UD 033 630

Kanaiaupuni, Shawn Malia

Child Well-Being and the Intergenerational Effects of Undocumented Immigrant Status.

Discussion Paper.

Wisconsin Univ., Madison. Inst. for Research on

Poverty.

Spons Agency—Rockefeller Foundation, New York, NY.; Department of Agriculture, Washington, DC.

Report No.—IRP-DP-1210-00

Pub Date—2000-06-00

Note—41p.; Paper presented at the Annual Meeting of the USDA Economic Research Service Small Grants Program (Washington, DC, October 14-15, 1999). Also funded by The Hewlett Foundation.

Available from—For full text: <http://www.ssc.wisc.edu/irp>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—At Risk Persons, *Child Health, *Child Welfare, *Children, *Health Services, Hispanic Americans, Low Income Groups, Poverty, *Undocumented Immigrants

Identifiers—California, Health Risk Susceptibility, *Health Status, Texas

Immigrant status carries considerable challenges to survival and mobility in U.S. society. As an emerging dimension of social stratification, legal status influences not only immigrants but also their children. Using data collected in Houston and San Diego, this study examines the intergenerational health consequences of undocumented status for child well-being. Results support the argument that children with undocumented immigrant parents suffer higher risks of poverty and poor health than children in legal households, and children in mixed-status households are equally disadvantaged despite having a legal parent. Children in legal households are wealthier and have more food, better living quarters, and better health insurance and health status. Drawbacks to being raised in families with one or more unauthorized residents offer further evidence of a growing policy dilemma about access to health care and the general well-being of children. Addressing these needs carries particular significance for the future of a growing Chicano/a population, among whom research documents an observable health deficit. This deficit, which may also exist among other Latino groups experiencing high rates of undocumented migration and uncertain legal status outcomes, contributes to existing health disparities and racial and ethnic inequality in the United States. (Contains 62 references.) (Author/SM)

ED 442 890 UD 033 631

Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement.

Council of Economic Advisers, Washington, DC.

Pub Date—2000-06-00

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Educational Attainment, Elementary Secondary Education, Employment Patterns, Equal Opportunities (Jobs), *Hispanic Americans, Information Technology, Population Trends, Salary Wage Differentials

This report examines education and the economic rewards to education among Hispanic Americans, documenting the gap in educational outcomes for Hispanics relative to non-Hispanic Whites. It also provides evidence about the increasing importance of education to economic success among Hispanics in the new economy, highlighting the high-paying sector of information technology (IT). Significant findings include: the Hispanic population is a rapidly growing, increasingly important segment of the U.S. population; despite tangible evidence of improvements for some groups, there are lags in the educational attainment of Hispanics; the economic rewards of education are on the rise; the relatively low levels of Hispanic earnings are explained largely by lower levels of educational attainment (earnings premiums associated with higher education are much the same for Hispanics as for non-Hispanics); and Hispanics are greatly under-represented in the high-paying IT sector, but in general those in IT occupations are successful. The IT case

study illustrates that the consequences of underachievement in education are two-fold: students' future prosperity is harmed, and the economy at large will have fewer individuals prepared to contribute in new economy occupations. An appendix presents descriptions of IT occupations studied in this report. (SM)

ED 442 891 UD 033 632

Olsen, Darcy

12-Hour School Days? Why Governments Should Leave Afterschool Arrangements to Parents. Policy Analysis.

Cato Inst., Washington, DC.

Report No.—CATO-PA-372

Pub Date—2000-06-07

Note—21p.

Available from—Cato Institute, 1000 Massachusetts Avenue, N.W., Washington, DC 20001 (\$6). Tel: 800-767-1241 (Toll Free); Fax: 202-842-3490; Web site: <http://www.cato.org>.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*After School Programs, Elementary Secondary Education, *Extended School Day, Financial Support, *Government School Relationship, Parent Responsibility, School Age Day Care, School Role

The move to lengthen school days with after-school programs has support from Democrats and Republicans. Supporters of afterschool programs include child care professionals who believe young children need more supervision, educators who believe children need more academic instruction, and politicians who believe teens need more structured afterschool activities. Such beliefs reflect misunderstanding of important facts. Research indicates that only 2 percent of children aged 5-12 regularly care for themselves after school. Supply of afterschool programs far exceeds demand. Evidence does not support the contention that opening more afterschool programs will boost academic achievement or reduce delinquency. The Clinton administration's request to fund afterschool programs is only a small part of a plan to expand the public school's role. Given the widely acknowledged failure of many government schools to accomplish their primary duty (to educate students), the administration's proposal for expanding the schools' responsibilities is inappropriate. Instead of funding the expansion of government schools, state legislators should adopt universal tuition tax credits that would give parents full latitude to select their children's schools, including independent schools, with or without afterschool programs. Finally, Congress should cease funding afterschool programs. (Contains 94 notes.) (SM)

ED 442 892 UD 033 633

Trimble, Susan B. Peterson, Gary W.

Multiple Team Structures and Student Learning in a High Risk Middle School.

Pub Date—2000-04-25

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Administrator Role, *Black Students, Classroom Techniques, High Risk Students, Low Income Groups, Middle School Students, Middle Schools, Teacher Attitudes, Teacher Collaboration, *Teamwork

This study investigated the relationship between a multiple team structure and student achievement in a high minority (predominantly African American), low socioeconomic status middle school over 3 years. Part of a larger 5-year investigation of team structures in high performing restructured middle schools, the study observed the components and interactions of the executive team, leadership team, grade level team, cross-content teams, and interdisciplinary and study teams, noting their influence on student learning outcomes. The analysis took into account the extent of administrative and district support. Data sources included questionnaires, sto-

ries teachers wrote about pictures, team meeting observations, classroom observations, interviews, school documents, and state report card data. Data sources provided information related to district and administrative support, multiple teams, teacher integration of multiple team tasks and team learning, classroom practice, and student performance. Results indicated that the systematic alignment of district and administrative directives coupled with multiple teams at the school site and with teacher integration and learning in study teams resulted in changed classroom practices and increased student performance. (Contains 18 references.) (SM)

ED 442 893 UD 033 634

Duncan-Andrade, Jeff Morrell, Ernest

Using Hip-Hop Culture as a Bridge to Canonical Poetry Texts in an Urban Secondary English Class.

Pub Date—2000-04-00

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Culturally Relevant Education, *Poetry, *Popular Music, Secondary Education, Secondary School Students, Teaching Methods, *Urban Schools

Identifiers—*Hip Hop Generation, *Rap Music

This paper argues that hip-hop music is an effective way to reach previously marginalized urban youth and to teach them critical and analytical skills necessary for succeeding in school. It suggests that students learn more effectively when motivated, and hip-hop music is a tremendous motivating force for urban youth. It is also a legitimate voice of urban youth resistance and a viable literary genre worthy of serious academic contemplation. The first section shows how students are more inclined to develop literacy skills if they have a cultural frame, which will help them understand the material presented during instruction. The second section argues that rap music and urban youth are closely aligned, discussing the literary viability of rap texts, their worthiness for serious academic study, and their ability to be used to scaffold complex literary concepts. The third section looks at a high school unit that was created to incorporate elements of popular culture as well as to facilitate the critical understanding of canonical literary texts. The fourth section initiates a discussion of the effectiveness of the unit, suggests possible strategies for interacting with the data, and brainstorms the implications of this information for future research. (Contains 17 references.) (SM)

ED 442 894 UD 033 635

Rahm, Irene

A Look at Youth-Initiated Dialogue in an Inner-City Gardening Program.

Pub Date—2000-04-00

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Dialogs (Language), Gardening, *Inner City, Interpersonal Communication, Sexual Orientation, Youth Programs

Identifiers—Conversational Analysis

Recent years have seen a growing interest in the role of dialogue in children's learning and conception of self. Most research to date has focused on the elements and functions of classroom discourse and on adult-child or teacher-pupil conversations in educational settings. Little is known, however, about children's informal talk in which children themselves take on a leading conversational role. This paper examines a youth initiated conversation about sexual orientation, which emerged in an inner-city youth gardening program as a group of participants were busy harvesting crops. The macro-level analysis points to the kinds of positions voiced by the speakers, while the micro-level analysis

examines the characteristics of the argumentation structure that emerged and its function in the dialogue. The case is made that discourse is an important tool for the construction and deconstruction of meaning and self for inner city youth, and that youth need to be provided with more opportunities to contest issues of relevance to them such as sexual orientation. (Contains 28 references.) (Author/SM)

ED 442 895 UD 033 636

Britsch, Brenda Wakefield, William D.

The Influence of Ethnic Identity Status and Gender-Role Identity on Social Anxiety and Avoidance in Latina Adolescents.

Pub Date—1998-04-00

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adolescents, Androgyny, College Freshmen, *Ethnicity, *Females, Higher Education, *Hispanic American Students, *Sexual Identity

Identifiers—*Avoidance Behavior, Latinas, *Social Anxiety

The objective of this study was to investigate social avoidance in Latina adolescents as a function of their ethnic identity status and gender role identity. Seventy-two Latina college freshmen completed measures of social anxiety and avoidance, gender role identity, and ethnic identity. Main effects of gender role identity and ethnic identity status emerged. Participants with androgynous gender role identities scored lower on both social anxiety and social avoidance than participants with undifferentiated, feminine, or masculine gender role identities. Also, achieved ethnic identity status and exploration ethnic identity status individuals scored lower on social anxiety and avoidance than their unexamined status counterparts. Findings are explained in terms of gender role identity and ethnic identity development as probable protective factors during adolescence. (Contains 24 references.) (Author/SM)

ED 442 896 UD 033 637

Forget Me Not, 2000. Help Homeless Kids

Blossom: Kids' Day on Capitol Hill. Educational Materials.

Better Homes Fund, Newton, MA.; National Coalition for the Homeless, Washington, DC.

Spons Agency—National Alliance to End Homelessness, Washington, DC.; National Law Center on Homelessness and Poverty, Washington, DC.

Pub Date—2000-00-00

Note—51p.; Also sponsored by the Center for Poverty Solutions; the Congressional Children's Caucus; Homeless Education Programs, Baltimore County Public Schools/Baltimore County Coalition for the Homeless; the Illinois Coalition to End Homelessness and Housed House/PADS; the Massachusetts Corporation for Educational Telecommunications; and the National Association for the Education of Homeless Children and Youth.

Available from—Better Homes Fund, 181 Wells Avenue, Third Floor, Newton, MA 02459. Tel: 617-964-3834; Fax: 617-244-1758; e-mail: info@tbhf.org. For full text: <http://thebetterhomesfund.org/>.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adolescents, Children, Class Activities, *Consciousness Raising, Federal Government, Federal Legislation, *Homeless People, Learning Activities, Political Issues, Poverty, *Social Responsibility

This packet presents educational materials to help teachers, students, and parents understand homelessness. Section 1, "America's Homeless Children: Educational Information for Students, Teachers, and Parents," discusses what it is like to be homeless, how many children are homeless, how homelessness is harmful, how children become

homeless, and how to help homeless families. Section 2, "What You Can Do To Help Homeless Children and Families: Ideas for Kids, Classrooms, and Schools," presents individual and school activities. Section 3, "America's Homeless Children: Issues Before Congress," examines what Congress is currently examining and doing. Section 4, "Ben's Guide to U.S. Government for Kids: The Legislative Branch," and Section 5, "Ben's Guide to U.S. Government for Kids: How Laws Are Made," explain components and procedures of the U.S. government. Section 6, "Selected Resources for Students, Teachers, and Parents," lists resources on homelessness, community service, social activism, and the U.S. government and the legislative process. Section 7, "Classroom Activities on Homelessness," presents activities that help students: explore what home means to them; explore myths and stereotypes about homelessness; examine homelessness and poverty through novels; talk with homeless people; create kids care kits for homeless people; and write letters to public officials. (SM)

ED 442 897 UD 033 638

America's Homeless Children: New Outcasts.

A Public Policy Report from the Better Homes Fund.

Better Homes Fund, Newton, MA.

Spons Agency—Harman Cain Foundation, Needham, MA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.

Report No.—ISBN-0-9672165-0-8

Pub Date—1999-12-00

Note—54p.

Available from—Better Homes Fund, 181 Wells Avenue, Third Floor, Newton, MA 02459 (\$14.95). Tel: 617-964-3834; Fax: 617-244-1758; E-mail: info@tbhf.org; Web site: <http://thebetterhomesfund.org/>.

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Adolescents, *Child Health, *Children, Elementary Secondary Education, Equal Education, Family (Sociological Unit), *Family Problems, High Risk Students, *Homeless People, Housing Needs, Mental Health, Public Policy, Violence

This report presents information on homeless children in the United States to gain the attention of policymakers and the media. Information comes from years of rigorous scientific research. The report presents both findings and solutions, including concrete steps to secure food, shelter, health care, and schooling to help homeless children and families survive from day to day. It also offers longer-term steps that address the underlying causes of homelessness (lack of affordable housing, limited economic opportunity, and the malignant cycle of poverty and violence). After an introduction, Part 1 discusses "Homelessness Makes Children Sick"; "Homelessness Wounds Young Children"; "Homelessness Destroys Families"; and "Homeless Children Struggle in School." Part 2 looks at "Family Homelessness: A New Social Problem"; "More Than One Million Homeless Children"; and "Family Homelessness Will Increase." Part 3 discusses "Recommendations" (both immediate and long-term). Endnotes and further readings are included. Two appendixes describe research methodology and the Better Homes Fund. (SM)

ED 442 898 UD 033 640

Levacic, Rosalind Woods, Philip A.

The Impact of Quasi-Markets and Performance Regulation on Socially Disadvantaged Schools. Working Paper.

Spons Agency—Economic and Social Research Council, Lancaster (England).

Pub Date—2000-04-00

Contract—R000236425

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Disadvantaged Youth, *Educational Change, Educational Legislation, Foreign Countries, *Low Income Groups, Secondary Education, Secondary School Students, *Socioeconomic Status Identifiers—England, Wales

This paper investigated whether educational reforms in England and Wales since 1988 have differentially affected schools serving socially disadvantaged communities, focusing on the impact of marketization and performance regulation in England. Data came from the Impact of Competition on Secondary Schools (ICOSS) project, a longitudinal study of the impact of competition on over 300 secondary schools. Data collection occurred from 1993-98 and included an administrative database, a mailed survey of teachers, interviews with headteachers, and case studies of three schools. Results are presented according to: how social and academic polarization between schools changed since 1992 and why; whether improved academic performance at the school level was more difficult to achieve for schools with more socially disadvantaged students; whether marketization impacted schools with more socially disadvantaged students differently; and how student communities affected schools' improvement strategies and competitive responses. Results indicate that the proportion of socially disadvantaged students in a school community has had a negative impact on attracting resources and improving achievement, and the two factors are interrelated. Four appendixes present data on polarization, ICOSS survey responses on perceptions of competition, school budget adjustments, and additional multiple regressions. (Contains 37 references.) (SM)

ED 442 899

UD 033 641

Jennings, James, Ed.

Diversity, Pedagogy and Higher Education:

Challenges, Lessons and Accomplishments.

Trotter Review, 1998.

Massachusetts Univ., Boston, MA. William Monroe Trotter Inst.

Report No.—ISSN-1040-6573

Pub Date—1998-00-00

Note—65p.

Available from—William Monroe Trotter Institute, University of Massachusetts, 100 Morrissey Blvd., Boston, MA 02125-3393 (\$15 per year for individuals, \$30 per year for institutions). Web site: <http://www.trotterinst.org>.

Pub Type—Collected Works - General (020)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Affirmative Action, Black Students, *Black Teachers, *Diversity (Faculty), *Diversity (Student), Elementary Secondary Education, Enrollment Trends, Equal Education, *Higher Education, *Multicultural Education, Preservice Teacher Education, Racial Bias, Racial Relations, Sex Bias, Teacher Attitudes

Identifiers—*African Americans, White Colleges, White Teachers

This publication presents a collection of articles on diversity, pedagogy, and higher education. They include: "Introduction" (James Jennings); "Faculty Diversity: Effective Strategies for the Recruitment and Retention of Faculty of Color" (Sheila T. Gregory); "The Dream of Diversity and the Cycle of Exclusion" (Stephanie M. Wildman); "Obstacles Facing New African-American Faculty at Predominantly White Colleges and Universities" (Keith McElroy); "Leadership for Diversity: Effectively Managing for a Transformation" (Adrian K. Haugabrook); "African-American Female College Presidents and Leadership Styles" (Runae Edwards Wilson); "African-American Enrollment and Retention in Higher Education: An Application of Game Theory" (Kofi Lomotey; Mwalimu J. Shujaa; Theresa A. Nelson-Brown; and Shariba Rivers Kyles); "Killing the Spirit: Doublepeak and Double Jeopardy in a Classroom of Scholars" (Olga M. Welch and Carolyn R. Hodges); "Institutional Language of Control: Race, Class, and Gender Issues"

(Harry Morgan); "Ebonics, Local Color, and Official Language: Who Resists Whom?" (Robin L. Murray); "Enhancing Multicultural Education through Higher Education Initiatives" (Porter L. Troutman, Jr.); "Let's Get It Started: Teaching Teachers How To Implement a Culturally Relevant Pedagogy" (Jamal A. Cooks); "Preparing White Undergraduate Preservice Teachers To Teach African-American Students: What Does It Take?" (Frances Y. Lowden); "Project MIME: Reshaping Mathematics Education in Secondary Schools" (Joseph A. Meynsse); "The Implementation of Radical Constructivism within the Urban Mathematics Classroom" (Randy Lattimore); "Help Wanted: Building Coalitions between African-American Student Athletes, High Schools, and the NCAA" (Patiste M. Gilmore); "A Phenomenon of Religious Relevance Developing at Predominantly White Institutions" (Donald Brown); and a commentary, "An Interview with Dr. Clarence G. Williams, Special Assistant to the President for Minority Affairs, Massachusetts Institute of Technology" (Harold W. Horton). (SM)

ED 442 900

UD 033 642

McLaughlin, Milbrey W.

Community Counts: How Youth Organizations Matter for Youth Development.

Public Education Network, Washington, DC.

Spons Agency—Spencer Foundation, Chicago, IL.

Pub Date—2000-00-00

Note—37p.

Available from—Public Education Network, 601 13th Street, NW, #900N, Washington, D.C. 20005 (\$5). For full text: <http://www.publiceducation.org>.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Child Development, Community Programs, Elementary Secondary Education, *High Risk Students, *Program Development, Program Implementation, *Urban Youth, *Youth Programs

Identifiers—*Community Based Organizations

Over 10 years, the researchers studied community-based organizations (CBO) for young people, eventually examining the work of approximately 120 youth-based organizations in 34 different cities. A look at these organizations and the young people they serve shows that CBOs offer a means of reaching at-risk youth, and that they can have a significant impact on the skills, attitudes, and experiences of young people. Surveys of CBO participants show that they express a sense of personal value, hopefulness, and agency far greater than peers in their communities, and even greater than the attitudes of youth growing up in more representative U.S. circumstances. Follow-up studies with more than 60 participants in youth CBOs show that the majority of these young people are firmly set on positive pathways as workers, parents, and community members. Research reveals that effective CBOs are intentional learning environments. CBOs cannot be effective, however, without support from community members and other community organizations. Long-term and short-term strategies to promote involvement in CBOs are outlined. (SLD)

ED 442 901

UD 033 643

Franklin, Diane, Ed. Bankston, Karen, Ed.

Early Intervention: How Parents Can Help Adolescent Children Who May Be Using Drugs.

Wisconsin Univ., Madison. Wisconsin Clearinghouse for Prevention Resources.

Spons Agency—Wisconsin State Dept. of Health and Family Services, Madison.

Pub Date—1999-00-00

Note—29p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.

Available from—Wisconsin Clearinghouse for Prevention Resources, 1552 University Avenue, Madison, WI 53705 (\$5.99, plus \$1.25 postage). Tel: 800-322-1468; Web site:

www.wiclearinghouse.com.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Drug Use, *Early Intervention, *Parent Child Relationship, *Prevention

The earlier a parent can detect and respond to a child's involvement with alcohol and other drugs (AOD), the better. Just as early detection heightens the cure rate for cancer, so too does early intervention increase the chances of ending AOD use. This booklet outlines warning signs of AOD use and lists the hazards of adolescent drug use. Suggestions are given on how to respond to evidence that the child is using AOD. Even though the parent should be supportive, it is important to allow the child to face the natural or logical consequences of misuse or abuse of substances. It is important in the early intervention process to stay close to the child through monitoring. The booklet also includes ideas about where to turn for help and resources to help both parent and child. A comprehensive assessment, such as those provided by the University of Wisconsin's Adolescent Alcohol/Drug Abuse Intervention, can help parents understand the extent of the child's AOD involvement. Parents and their children should understand that the road to recovery is not a smooth one, but that they do not have to travel it alone. (Contains 23 references.) (SLD)

ED 442 902

UD 033 644

Bankston, Karen, Ed. Franklin, Diane, Ed.

To Listen and To Learn: Exploring Opportunities To Encourage Family Communication.

Wisconsin Univ., Madison. Wisconsin Clearinghouse for Prevention Resources.

Spons Agency—Wisconsin State Dept. of Health and Family Services, Madison.

Pub Date—1999-00-00

Note—38p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.

Available from—Wisconsin Clearinghouse for Prevention Resources, 1552 University Avenue, Madison, WI 53705 (\$6.99, plus \$1.25 postage). Tel: 800-322-1468; Web site: www.wiclearinghouse.com.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Communication (Thought Transfer), Cultural Differences, *Drug Use, *Family Relationship, *Parents, Urban Youth

This first publication in the "Who's Raising the Family" series covers the critical issue of family communications and how parents and adolescents can talk and listen to each other about alcohol and other drugs (AOD). Communication between parents and children is crucial in preventing alcohol and other drug use. While peer relationships take on increasing importance as children enter their teen years, it remains true that what parents think matters, even to teenagers. This booklet suggests some ways to encourage conversation with adolescent children and emphasizes the importance of the example that parents set in the home. Communication styles vary with different cultures and types of family structure, but no matter what communication style the family uses, setting rules for the child and sharing expectations is critical. Research makes it clear that adolescents value guidance from parents on alcohol and other drugs, but the way that guidance is offered affects how effectively the message is heard. In addition to effective communication within the family, parents must extend communication to their children's friends and the parents of those friends. Active listening to teenagers takes practice, but an open and supportive relationship will help protect the adolescent from AOD. Thirteen resource organizations are listed for further information. (Contains 23 references.) (SLD)

ED 442 903

UD 033 645

Franklin, Diane, Ed. Bankston, Karen, Ed.

Ties That Bind: Building and Maintaining Strong Parent-Child Relationships through Family Traditions and Rituals.

Wisconsin Univ., Madison. Wisconsin Clearinghouse for Prevention Resources.

Spons Agency—Wisconsin State Dept. of Health and Family Services, Madison.

Pub Date—1999-00-00

Note—17p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.

Available from—Wisconsin Clearinghouse for Prevention Resources, 1552 University Avenue, Madison, WI 53705 (\$2.99, plus \$1.25 postage). Tel: 800-322-1468; Web site: www.wiclearinghouse.com.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Cultural Maintenance, *Family Characteristics, *Parent Child Relationship, *Traditionalism
Identifiers—*Rituals

This booklet discusses the importance of family rituals as a way of staying connected to children as they move through adolescence. Family rituals give teens a sense of being part of a family that values its time together. Even something as simple as a family meal together can have great impact on maintaining a bond between parents and children. Another way to keep a family connected is to disconnect occasionally from electronic gadgets, including the television. Storytelling and celebrating cultural heritage are ways to foster a sense of family oneness. Five tips are given for creating family togetherness: (1) setting aside a family night; (2) scheduling regular get-togethers with the extended family; (3) creating unique family memories; (4) playing "remember when..."; and (5) taking time to listen. (Contains 18 references.) (SLD)

ED 442 904 UD 033 646

Franklin, Diane, Ed. Bankston, Karen, Ed.

Discipline and Responsibility: Building Solid Foundations To Prevent and Resolve Family Conflict.

Wisconsin Univ., Madison. Wisconsin Clearinghouse for Prevention Resources.

Spons Agency—Wisconsin State Dept. of Health and Family Services, Madison.

Pub Date—1999-00-00

Note—25p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.

Available from—Wisconsin Clearinghouse for Prevention Resources, 1552 University Avenue, Madison, WI 53705 (\$4.99, plus \$1.25 postage). Tel: 800-322-1468; Web site: www.wiclearinghouse.com.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Conflict Resolution, *Discipline, *Parent Child Relationship, *Responsibility, Self Esteem

This guide contains suggestions for building a solid foundation of discipline and responsibility to contribute to positive relationships between parents and children. Three important steps are to: (1) model appropriate behavior; (2) provide age-appropriate choices to help children build decision-making skills and self-esteem; and (3) set reasonable limits. Descriptions of the practices of several families show ways to approach issues of money, monitoring activities with friends, and after-school arrangements. Discussions of consequences of actions versus punishment and anger management offer suggestions to help parents react in ways likely to lead to positive results. (Contains 19 references.) (SLD)

ED 442 905 UD 033 647

Kocs, Katherine J.

Sticks and Stones...Changing the Dynamics of Bullying and Youth Violence. A Youth Violence Prevention and Reduction Series.

Wisconsin Univ., Madison. Wisconsin Clearinghouse for Prevention Resources.

Pub Date—1999-00-00

Note—51p.

Available from—Wisconsin Clearinghouse for Prevention Resources, 1552 University Ave-

nue, Madison, WI 53705 (\$19.95, plus \$1.25 postage). Tel: 800-322-1468; Web site: www.wiclearinghouse.com.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Aggression, *Bullying, *Children, Elementary Secondary Education, Parent Role, *Prevention, School Role

This booklet provides information on one of the most common and underrated problems of childhood—bullying. A study has shown that 15 to 20% of children are involved in bullying once or twice during a school year either as the bullying person or as the victim. The booklet reviews recent research on bullying, discussing who bullies and why, whom they target and why, and outlines the immediate and long-term effects of bullying on perpetrators, victims, the audience, and society. Some low-cost and no-cost action steps are suggested to help caring communities, schools, parents, and even other students or siblings reduce bullying behaviors and build a caring culture. Examples of programs successful in other countries are provided. Age appropriate reproducible information and action steps are included for distribution to youth and concerned adults. (Contains 94 references.) (SLD)

ED 442 906 UD 033 648

Hammond, Shirley D.

The Mentor Program Handbook. One in a Series on Youth Development.

Wisconsin Univ., Madison. Wisconsin Clearinghouse for Prevention Resources.

Spons Agency—Wisconsin State Dept. of Health and Family Services, Madison.

Pub Date—1999-00-00

Note—39p.; For the "Mentor's Guide," see UD 033 649.

Available from—Wisconsin Clearinghouse for Prevention Resources, 1552 University Avenue, Madison, WI 53705 (\$2.95, plus \$1.25 postage). Tel: 800-322-1468; Web site: www.wiclearinghouse.com.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Interpersonal Relationship, *Mentors, Program Development, Program Implementation, *Tutorial Programs, Urban Youth, *Volunteers

This guidebook has been compiled to help school staff and community volunteers implement one-to-one friendships with students needing special attention. High-need disadvantaged youth, talented and gifted students, and adolescents having a temporarily difficult time in their lives can all benefit from mentoring. The mentor program for which this guide was originally developed was planned for middle school students, but has been adapted for elementary and high school partnerships with community organizations. Topics covered include: (1) steps for starting a mentoring program; (2) questions about mentoring; (3) how a mentor can help; (4) essential elements of a successful mentor program; (5) qualifications and responsibilities of key players in a mentor program; (6) an agenda for mentor orientation and training sessions; (7) guidelines for meetings and gathering; and (8) program implementation guidelines. A sample mentor's agreement and sample forms for a mentoring program are included. (SLD)

ED 442 907 UD 033 649

Hammond, Shirley D.

The Mentor's Guide. One in a Series on Youth Development.

Wisconsin Univ., Madison. Wisconsin Clearinghouse for Prevention Resources.

Spons Agency—Wisconsin State Dept. of Health and Family Services, Madison.

Pub Date—1999-00-00

Note—30p.; For the "Mentor Program Handbook," see UD 033 648.

Available from—Wisconsin Clearinghouse for Prevention Resources, 1552 University Avenue, Madison, WI 53705 (\$2.95, plus \$1.25 postage). Tel: 800-322-1468; Web site:

www.wiclearinghouse.com.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Interpersonal Relationship, *Mentors, Program Development, Program Implementation, *Tutorial Programs, Urban Youth, *Volunteers

This handbook has been developed to offer guidelines and suggestions to volunteers in mentoring programs to help them strengthen the mentoring relationship. The program for which the handbook was designed, the Mentor/Tutor Network in Madison, Wisconsin, has evolved into a comprehensive support system for schools to collaborate with community groups to pair adult volunteers with struggling students. The topics covered in this guide include: (1) history of the mentoring program; (2) expectations for mentors; (3) what students say; (4) what mentors say; (5) ideas for outings; (6) when you are an adult friend of a struggling student; (7) helpful hints for mentors; (8) steps toward positive interaction with youth; (9) discussion of students with needs for extra support; (10) considerations in mentoring students from different backgrounds; (11) the importance of listening; (12) tips for those mentoring Southeast Asian youth; and (13) characteristics of gifted and talented students. A mentor's agreement is included. (Contains 19 resources.) (SLD)

ED 442 908 UD 033 650

Franklin, Diane, Ed. Bankston, Karen, Ed.

Family Time: Time Management and Stress Reduction.

Wisconsin Univ., Madison. Wisconsin Clearinghouse for Prevention Resources.

Spons Agency—Wisconsin State Dept. of Health and Family Services, Madison.

Pub Date—1999-00-00

Note—21p.; From "Who's Raising the Family?" one of a series published by Wisconsin Clearinghouse for Prevention Resources.

Available from—Wisconsin Clearinghouse for Prevention Resources, 1552 University Avenue, Madison, WI 53705 (\$3.99, plus \$1.25 postage). Tel: 800-322-1468; Web site: www.wiclearinghouse.com.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Family Environment, *Leisure Time, *Parent Child Relationship, Recreational Activities, Stress Management, *Stress Variables, *Time

Whether people really have more or less free time than they did 20 years ago, it is undeniable that many families feel harried. There are many benefits to organized activities for children and adolescents, but parents must be careful not to overload a child's schedule. Every family is different, and it is up to the parents to decide what is possible and acceptable for the child. This booklet outlines signs of stress that may be affecting a child or family adversely. Suggestions are given for setting aside family time, expanding the day, and recognizing what is stressing the family. Keeping a time diary can provide insight into what causes stress. Stress management tips are given. (Contains 17 references.) (SLD)

ED 442 909 UD 033 651

Waters, Mary C.

Black Identities: West Indian Immigrant Dreams and American Realities.

Spons Agency—Russell Sage Foundation, New York, NY.

Report No.—ISBN-0-674-00067-6

Pub Date—1999-00-00

Note—413p.

Available from—Harvard University Press, 79 Garden Street, Cambridge, MA 02138-1423 (353). Tel: 800-448-2242 (Toll free); Fax: 800-962-4983; Web site: www.hup.harvard.edu.

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Blacks, *Immigrants, Interviews, *Racial Relations, Social Discrimi-

nation, *Socioeconomic Status, Surveys, Urban Areas
 Identifiers—*West Indians, West Indies

This study of the attitudes and status of West Indian immigrants in the United States, based on interviews with 59 West Indian immigrants, 83 adolescent and young adult children of immigrants, 27 African Americans, 25 White Americans, and 6 coworkers of immigrants shows the changes that occur as immigrants confront the realities of U.S. life. West Indian immigrants find that their knowledge of English, their skills and contacts, and their optimistic assessment of U.S. race relations smooth their integration into the U.S. economic structure. Over time, however, the realities of U.S. race relations swamp their positive cultural values and undermine their openness to whites. The chapters are: (1) "Introduction"; (2) "Historical Legacies"; (3) "Racial and Ethnic Identity"; (4) "West Indians at Work"; (5) "Encountering American Race Relations"; (6) "Intergenerational Dynamics"; (7) "Segregated Neighborhoods and Schools"; (8) "Identities of the Second Generation"; and (9) "Immigrants and American Race Relations." An appendix discusses study methodology. (Contains 9 tables, 1 map, and 333 endnotes.) (SLD)

ED 442 910 UD 033 652

Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs.

National PTA, Chicago, IL.
 Report No.—ISBN-1-87939-70-X
 Pub Date—2000-00-00

Note—241p.; Foreword by James P. Comer.

Available from—National Educational Service, 1252 Loesch Road, Bloomington, IN 47404-9107 (\$18.95). Tel: 812-336-7700; Tel: 800-733-6786 (Toll free); Fax: 812-336-7790; e-mail: nes@nesonline.com; Web site: www.nesonline.com.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Family Programs, *Parent Participation, *Program Development, Program Implementation, *Standards

This guide presents useful research findings and best practice information about developing parent and family involvement programs. The first chapter focuses on reporting research findings on parent involvement and highlights pertinent findings on how parent involvement benefits students, parents, teachers, school quality, and program designs. Chapters 2 through 7 each focus on a specific program standard for establishing quality parent and family involvement programs. These are: (1) communicating; (2) parenting; (3) student learning; (4) volunteering; (5) school decision making and advocacy; and (6) collaborating with the community. Chapter 8 focuses on important issues to consider when developing parent involvement programs, including overcoming barriers and knowing how to reach out to key players. Chapter 9 examines three important activities for program development, and chapter 10 summarizes the main ideas in the guide. Four appendices contain a National PTA position statement on parent and family involvement, parent and faculty survey responses, forms and worksheets for program implementation, and a list of resources. (Contains 60 references.) (SLD)

ED 442 911 UD 033 653

Adamson, Peter. Micklewright, John. Wright, Anna. A League Table of Child Poverty in Rich Nations. Innocenti Report Card, Issue No. 1.

United Nations Children's Fund, Florence (Italy).
 Report No.—ISSN-1605-7317
 Pub Date—2000-06-00

Note—33p.

Available from—For full text: <http://www.unicef-icdc.org>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Children, *Developed Nations, *Disadvantaged Youth, Economic Develop-

ment, Foreign Countries, *Low Income Groups, *Poverty, Tables (Data), Urban Youth
 Identifiers—*Organisation for Economic Cooperation Development

The tables of child poverty presented in this document are the most comprehensive estimates of child poverty across the industrialized world. Based on an analysis of the latest data from the Luxembourg Income Study of household surveys, the first figure shows the proportion of children living in poverty in 23 nations of the Organisation for Economic Cooperation and Development. It shows that child poverty rates vary from under 3% to more than 25% in the world's economically advanced nations. One in six of the rich world's children is living in poverty. In the league table of relative child poverty, the bottom four places are occupied by the United Kingdom, Italy, the United States, and Mexico. In the table of absolute child poverty, the bottom places are occupied by Spain, the Czech Republic, Hungary, and Poland. A child's chance of living in poverty is, on average, four times greater in single-parent families. The countries with the lowest child poverty rates allocate the highest proportions of the gross national product. This analysis seeks to bring together recent data from across the industrialized world in order to explore what can be learned about the causes of child poverty and the policies most likely to reduce it. (SM)

ED 442 912 UD 033 654

Desimone, Laura

The Role of Teachers in Urban School Reform. ERIC/CUE Digest Number 154.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-00-3; ISSN-0889-8049
 Pub Date—2000-07-00

Contract—ED-99-CO-0035

Note—4p.; Based on a monograph, "Making Comprehensive School Reform Work," by Laura Desimone, published by the ERIC Clearinghouse on Urban Education (\$12).

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free). Tel: 800-601-4868 (Toll free).

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Educational Change, Elementary Secondary Education, Integrated Services, Teacher Characteristics, *Teacher Role, Urban Schools, *Urban Teaching

Identifiers—ERIC Digests, *Reform Efforts

This digest, based on an extensive review of research on comprehensive school reform, presents a brief overview of the role of teachers in comprehensive schoolwide reform (CSR). CSR is most successful when schools have decision-making autonomy in administration and instruction. Teachers also prefer models that fit with the school's overall environment, staffing, and student population, and those that mesh with reforms already in progress. Teachers play a vital role in CSR implementation. Providing them with adequate resources for implementation and time for planning promotes their support. Some CSR models are very prescriptive, and provide curricula and assessments, while other models rely more on the school to develop materials that support the philosophy of the reform. Among the factors that facilitate implementation of reform efforts by teachers include provision by the designers of a structured curriculum, concrete examples of instructional practices reflecting the reform, and specific, practical mechanisms for achieving the higher standards established as a goal. (Contains 14 references.) (SLD)

ED 442 913 UD 033 655

Schwartz, Wendy, Ed.

New Trends in Language Education for Hispanic Students. ERIC/CUE Digest Number 155.

ERIC Clearinghouse on Urban Education, New

York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-00-4; ISSN-0889-8049

Pub Date—2000-07-00

Contract—ED-99-CO-0035

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free). Tel: 800-601-4868 (Toll free).

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Students, Dropouts, *Educational Policy, Educational Practices, Elementary Education, *Elementary School Students, *Hispanic American Students, *Teaching Methods

Identifiers—ERIC Digests

This digest summarizes the effective bilingual strategies described in a commissioned paper, "Transforming Education for Hispanic Youth: Exemplary Practices" by Anne Turnbaugh Lockwood and Walter G. Secada, and the recommendations of the Hispanic Dropout Project (U.S. Department of Education) for transforming bilingual education at all school levels. Several educational policies are necessary to promote effective bilingual education practices. Native Spanish-speaking students need to continue in a bilingual program until they have a solid linguistic foundation that enables their mastery of other academic subjects as well as English and Spanish. Schools need to convey the expectation that students will become literate in English and learn to high standards. Bilingual education should be depoliticized, and the early tracking of limited English proficient students into low reading groups and other slow classes must be discontinued. Teacher training is essential to effective bilingual education programs. Some exemplary programs at high school, middle school, and elementary levels are identified, and the instructional strategies of these schools are discussed. Tutoring programs may provide valuable help for bilingual students, and two such programs are described. Components of effective bilingual programs are not all the same, but some universal principles emerge. Successful programs revise their approaches as new strategies are proven effective and new student needs are identified. Effective schools recognize the necessity of proficiency in both languages, and they offer individualized instruction and other aids. Successful schools also maintain an atmosphere that supports the belief that all students are equally valuable and that they all will succeed. (SLD)

ED 442 914 UD 033 656

Ravitch, Diane, Ed. Viterini, Joseph P., Ed.

City Schools: Lessons from New York.

New York Univ., NY.

Report No.—ISBN-0-8018-6342-2

Pub Date—2000-00-00

Note—405p.; Support provided by the John M. Olin Foundation, the Achelis Foundation, and the Bodman Foundation.

Available from—Johns Hopkins University Press, 2715 North Charles Street, Baltimore, MD 21218-4363 (hardbound: ISBN-0-8018-6341-4, \$59.95; paperback: ISBN-0-8018-6342-2, \$21.50). Tel: 410-516-6932; E-mail: kwilmes@mail.press.jhu.edu; Web site: <http://www.press.jhu.edu>.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Academic Standards, Black Education, Black Students, Catholic Schools, Charter Schools, Disabilities, Educational Change, Educational Innovation, Educational Legislation, Elementary Secondary Education, Governance, Language Minorities, Low Income Groups, Private Schools, Public Schools, School Choice, *Socioeconomic Influences,

Special Education, Teaching Methods, *Urban Schools, Whole Language Approach
 Identifiers—African Americans, Jewish Day Schools, *New York (New York), *New York City Board of Education

This book presents a collection of essays by researchers and educators that examine the largest school system in the U.S.—the New York City school system. There are 5 parts with 15 chapters. Part 1, "Education in the City," includes: (1) "Schooling in New York City: The Socioeconomic Context" (Emanuel Tobier) and (2) "Public Schools That Work" (Clara Hemphill). Part 2, "Governance," includes: (3) "The Difference between Charter Schools and Charterlike Schools" (Pearl Rock Kane); (4) "Contractual Constraints on School Management: Principals' Perspectives on the Teacher Contract" (Dale Ballou); and (5) "The Bronx Leadership Academy High School: The Challenges of Innovation" (Lee Stuart). Part 3, "Defining Good Pedagogy," includes: (6) "The Teacher Crisis and Educational Standards" (Stephan F. Brumberg); (7) "Teaching Reading: Phonics and the Whole-Language Method" (Joanna P. Williams); (8) "Teaching Language Minorities: Theory and Reality" (Christine H. Rossell); and (9) "The Education of Handicapped Children" (Frank J. MacChiarola). Part 4, "Nonpublic Schools," includes: (10) "Catholic Schools" (Paul T. Hill and Mary Beth Celio); (11) "Jewish Day Schools" (Marvin Schick); and (12) "Historically Black Independent Schools" (Gail Foster). Part 5, "Choice," includes: (13) "Public School Choice: A Status Report" (Paul Teske, Mark Schneider, Christine Roch, and Melissa Marshall); (14) "When Low-Income Students Move from Public to Private Schools" (Paul E. Peterson and William G. Howell); and (15) "School Finance Reform: Introducing the Choice Factor" (Thomas Nechyba and Michael Heise). (SM)

ED 442 915 UD 033 657

Johnson, Kirk A.

Do Computers in the Classroom Boost Academic Achievement? A Report of the Heritage Center for Data Analysis.

Heritage Foundation, Washington, DC.

Report No. —CDA00-08

Pub Date—2000-06-14

Note—15p.

Available from—Heritage Foundation, 214 Massachusetts Avenue, N.E., Washington, DC 20002. Tel: 202-546-4400; Web site: <http://www.heritage.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Computer Uses in Education, Elementary Secondary Education, National Competency Tests, Public Schools, *Reading Achievement, *Reading Instruction, Sex Differences, Teaching Methods

Identifiers—National Assessment of Educational Progress

This report analyzes computer usage in the classrooms of teachers who are at least moderately well-prepared in the use of computers for reading instruction. Data from the 1998 National Assessment of Educational Progress (NAEP) database were used to analyze the influence of computers on academic achievement. The NAEP, which is administered in 4th, 8th, and 12th grade, provides test scores as well as background information on students, their teachers, and their school administrators. This analysis considered the effect of computers in the classroom by analyzing six factors: frequent in-class computer use by trained teachers; race and ethnicity; parents' educational attainment; number of reading materials in the home; free or reduced-price lunch participation; and gender. Results indicate that students with at least weekly computer instruction by well-prepared teachers do not perform any better on the NAEP reading test than do students who have less or no computer instruction. Variables such as race, income, home environment, and parents' college attendance are all significant factors in explaining differences in reading test scores. Girls score slightly higher than boys on the NAEP reading

exam in 4th and 8th grade. An appendix presents results of the statistical models. (SM)

ED 442 916 UD 033 659

Johnson, Kirk A.

The Peer Effect on Academic Achievement among Public Elementary School Students. A Report of the Heritage Center for Data Analysis.

Heritage Foundation, Washington, DC.

Report No. —CDA00-06

Pub Date—2000-05-26

Note—14p.

Available from—Heritage Foundation, 214 Massachusetts Avenue, N.E., Washington, DC 20002. Tel: 202-546-4400; Web site: <http://www.heritage.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, *Interpersonal Relationship, National Competency Tests, *Peer Influence, *Peer Relationship, *Reading Achievement, Student Attitudes

Identifiers—National Assessment of Educational Progress

This report discusses current research findings on the effects of peers and social interaction on academic achievement, then analyzes current national data, comparing results to the existing academic literature. Data from the 1998 National Assessment of Educational Progress (NAEP) database on reading were used to test the influences of peer attitudes on academic achievement. The NAEP examines academic achievement in various fields. It is administered to students in 4th, 8th, and 12th grade. Besides providing data on academics, it offers information on student, teacher, and administrator background. This study analyzes six factors: the effect of peers; race and ethnicity; parents' educational attainment; number of reading materials in the home; free or reduced price lunch participation; and gender. Results indicate that the peer effect is a strong influence on academic achievement, particularly in 4th grade. The significance of peer effect wanes by 8th grade. Family background characteristics also have an important influence. Both have effects that are independent from the effects of gender and race/ethnicity. An appendix presents the results of statistical models. (SM)

ED 442 917 UD 033 660

Johnson, Kirk A.

Do Small Classes Influence Academic Achievement? What the National Assessment of Educational Progress Shows. A Report of the Heritage Center for Data Analysis.

Heritage Foundation, Washington, DC.

Report No. —CDA00-07

Pub Date—2000-06-09

Note—16p.

Available from—Heritage Foundation, 214 Massachusetts Avenue, N.E., Washington, DC 20002. Tel: 202-546-4400; Web site: <http://www.heritage.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Class Size, Elementary Secondary Education, National Competency Tests, *Reading Achievement, Sex Differences, *Small Classes

Identifiers—National Assessment of Educational Progress

This study used data from the 1998 National Assessment of Educational Progress (NAEP) reading examination to analyze the effect of class size on academic achievement. The NAEP is administered in 4th, 8th, and 12th grades to measure academic achievement in various fields. Besides providing data on academics, it offers information on student, teacher, and administrator background. This study analyzed six factors: class size; race and ethnicity; parents' educational attainment; number of reading materials in the home; free or reduced price lunch participation; and gender. Results indicate that on average, being in a small class does not increase the likelihood that a student will attain a higher score on the NAEP reading test. Children in the smallest classes do not score higher than students in the large

est classes. An appendix presents results of the statistical models. (SM)

ED 442 918 UD 033 663

Title I Program: Stronger Accountability Needed for Performance of Disadvantaged Students. Report to Congressional Requesters.

General Accounting Office, Washington, DC. Health, Education, and Human Services Div.

Report No. —GAO/HEHS-00-89

Pub Date—2000-06-00

Note—59p.

Available from—U.S. General Accounting Office, P.O. Box 37050, Washington, DC 20013. Tel: 202-512-6000; Fax: 202-512-6061; E-mail: info@www.gao.gov; Web site: <http://www.gao.gov> (first copy free, additional copies \$2 each).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Accountability, *Disadvantaged Youth, Elementary Secondary Education, Low Income Groups, *Poverty, Public Education

Identifiers—*Elementary Secondary Education Act Title I

This report presents information about Title I services at schoolwide and targeted assistance schools, state efforts to hold schools and districts accountable for student achievement, and research and evaluations of Title I and schoolwide programs. Data were obtained and analyzed from a variety of sources at the federal, state, district, and school levels. Data collection included review of 3 national databases; onsite visits; interviews with state officials, district staff, principals, and teachers in 5 states; surveys of Title I directors in all 50 states; literature reviews; interviews with staff in the Office of Compensatory Education, federal officials, and major education association representatives; and reviews of other education documents. Results indicate that: educators believe schoolwide approach can provide additional opportunities in high poverty areas; most states are not positioned to hold schools and districts accountable for educational outcomes of disadvantaged students; and evaluations of Title I and schoolwide programs have been limited. Recommendations for Congress are: The Department of Education (ED) should conduct additional activities to facilitate the exchange of information and best practices among states, and ED should implement additional measures to improve research on the effectiveness of specific services in both schoolwide programs and targeted assistance schools. Appendices include comments from the Department of Education concerning the report. (SM)

ED 442 919 UD 033 664

Blackwell, James E.

The African-American Experience at the University of Massachusetts Boston: Challenges and Future Directions. Occasional Paper No. 45.

Massachusetts Univ., Boston, MA. William Monroe Trotter Inst.

Pub Date—1999-00-00

Note—30p.; This paper is based on a special lecture co-sponsored by the William Monroe Trotter Institute, the Department of Sociology and the Black Faculty/Staff Caucus of the University of Massachusetts Boston on September 30, 1998 as part of the commemoration of the 25th Anniversary of the founding of the African Studies Department.

Pub Type—Reports - Descriptive (141) — Speeches/Meetings/Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Students, *Black Studies, *Black Teachers, *College Faculty, College Students, Diversity (Faculty), Diversity (Student), *Equal Opportunities (Jobs), *Females, Higher Education, Racial Discrimination, Racial Segregation, Sex Discrimination

Identifiers—*African Americans, University of Massachusetts Boston

This paper presents the history of diversity, equality, and black studies at the University of Mas-

sachusetts Boston from the perspective of a professor who helped found the Black Studies Department and worked to promote gender equity. When he first arrived in 1970, Boston was segregated, and there were few black faculty members. He joined forces with a female professor who was concerned about the problems of women on campus, and established the first Affirmative Action Task Force there. They also established a Black Studies program within the department of Sociology. A few additional faculty and staff of color were hired, and an active Black Faculty and Staff caucus was organized. With pressure and assistance from this group, the first person of color was hired as Associate Provost. The professor served on many campus committees to give a voice to the concerns of people of color. The William Monroe Trotter Institute was founded in the 1980s. It assumed leadership in conducting a balanced, objective assessment of the status of Black Americans. It also established a journal, the Trotter Review. By the 1980s, the number of racially diverse faculty members had grown significantly, as had the number of female faculty and staff. (SM)

ED 442 920 UD 033 665

Biggs, Donald. Colesante, Robert

The Albany Approach to Urban Youth Development.

Pub Date—2000-00-00

Note—27p.; Cover page reads: Urban Education Reports, Spring 2000. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Black Students, College Students, Community Involvement, High School Students, High Schools, Higher Education, Middle School Students, Middle Schools, Minority Groups, Urban Areas, *Urban Programs, *Urban Schools, *Youth Leaders, Youth Programs

Identifiers—*African Americans

This paper describes an approach to urban youth leadership development, the Albany Institutes for Urban Youth Leaders, which validates urban students' educational aspirations and fosters identification with academic and prosocial concerns. The program helps strengthen relationships between students' promotive characteristics and their involvement in school and community activities. Negative stereotypes abound in the descriptions of urban youths in the professional and public press. Urban students sometimes even find that their positive characteristics, such as high educational aspirations, are seen as at-risk characteristics because they are incongruent with negative stereotypes. This situation may contribute to the gap between educational aspirations and achievement among urban students of color. The Albany Institutes provide experiences that confirm the promotive characteristics of urban youth and their families and treat them as if they are gifted and talented. The curriculum and themes for each of the Institutes are the result of extensive community involvement. The Institutes themselves offer opportunities for students to participate in democratic decision making processes that promote their social responsibilities and enhance cognitive and moral development. The Institutes also offer prosocial peer group experiences. Evaluations of the Institutes indicate that students especially appreciate the teambuilding experiences and their relationships with mentors. (Contains 34 references.) (SM)

ED 442 921 UD 033 666

McDermott, Kathryn A.

Steady Habits: Connecticut's Response to Sheff v. O'Neill.

Pub Date—2000-04-28

Note—65p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Students, Diversity (Student), Educational Legislation, Educational Policy, Elementary Secondary Education, Enrollment Trends, Equal Education, Hispanic Americans, Magnet Schools, *School Choice, *School Desegregation, Urban Schools

Identifiers—African Americans, Connecticut, Project CHOICE

This study analyzed data from year 1 of Project Choice, Connecticut's response to Sheff v. O'Neill, a 1989 school desegregation lawsuit. Project Choice is an interdistrict transfer program modeled on a program that began in Hartford in 1966. It allows suburban children to attend urban schools. For each child participating, the district where the child enrolls receives a \$2,000 grant. Bonus funding goes to schools and districts with large numbers of such students. Researchers analyzed quantitative and qualitative data on Project Choice and on the expansion of interdistrict magnets. The study included enrollment data and interviews with people involved in implementing Project Choice and the interdistrict magnet program. Results describe: effects of school choice on urban and suburban enrollments; non-enrollment effects of open choice; effects of interdistrict magnet schools; overall interdistrict enrollment in Connecticut; and project limitations, which include logistics, funding, local commitment, and the broader legal climate. The paper examines Connecticut's programs as a test of interdistrict school choice, highlighting participants in school choice, racial patterns in urban-to-suburban transfers, and worries over skimming the most academically talented students from urban schools. It concludes by discussing the ends and means of educational policy. (Contains 34 references.) (SM)

ED 442 922 UD 033 667

Jackson, Barbara, Ed. Levine, Jodi, Ed. Patton, Judy, Ed.

Restructuring for Urban Student Success: Essay Collection.

Spons Agency—Pew Charitable Trusts, Philadelphia, PA.

Pub Date—2000-05-00

Note—422p.; Collection distributed for discussion at the Restructuring for Urban Student Success Capstone Conference (Indianapolis, IN, May 4-6, 2000).

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Academic Achievement, College School Cooperation, Cooperative Learning, Educational Innovation, Elementary Secondary Education, *Faculty Development, Higher Education, Partnerships in Education, Preservice Teacher Education, Program Evaluation, *School Restructuring, Student Evaluation, Teacher Improvement, Teamwork, *Urban Schools

Identifiers—Indiana Univ Purdue Univ at Indianapolis, *Learning Communities, Portland State University OR, Temple University PA

This publication presents essays by members of Restructuring for Urban Student Success (RUSS) and other faculty, administrators, staff, and graduate students on participating campuses. The essays describe the work of RUSS and document curricular restructuring and reform efforts occurring at RUSS partner institutions. Part I includes essays by RUSS partners: "Introduction to the RUSS Essay Collection: Letters from the Editors" (B. Jackson, J. Levine, and J. Patton); "Introduction: Reporting Out in Year Four" (N. Hoffman and H. Woodcock Ayres); "Creating Community at Urban Universities: Learning Communities and Other Curricular Innovations" (G. Williams, J. Levine, and J. Patton); "Sustaining a Grant Partnership: Personal Reflections on the Powers and Perils of Collaboration" (J. Levine, S. Evenbeck, N. Hoffman, and C. White); and "Reflections on the Development of an Entering Student Survey for Urban Universities" (H. Woodcock Ayres, V.M.H. Borden, J. Degnan,

and K.A. Ketcheson). Part 2 features Indiana University Purdue University Indianapolis (IUPUI): "Learning Communities at IUPUI" (G. Williams); "Learning Communities in a Professional School: Implementing Learning Communities in the Kelly School of Business at Indiana University" (R. Magjuka); "Use of Instructional Teams in First-Year Seminars" (W. Orme and R. Van Voorhis); "Faculty Development and Learning Communities" (B. Jackson); "Changing Roles, Assuming New Responsibilities: The Academic Advisor in the Urban University" (R. Vermette, P. Seabrook, and L. Ruch); "The Importance of Student Mentors in First-Year Seminars" (L. Haas); "Writing to Enhance, Demonstrate, and Evaluate Learning in the First Year Seminar: A Faculty Development Initiative" (S. Hamilton); "A Collaborative Approach to Assessing Learning Communities" (V.M.H. Borden); "What Students Need to Know To Make a Successful Transition To College: Evaluating the Template for First Year Seminar" (A. Lowenkron and R. Magjuka); and "Learning Communities and the Pedagogy of Critical Readings and Critical Writings" (K.C. Robbins). Part 3 features Temple University: "Of Firmament and Fin" (S. Albertine); "Faculty Collaboration: Perceptions on Teaching in a Learning Community" (K. Busocker); "Writing Courses in Learning Communities" (E. Goldblatt, K. Zervos, and R. Bright); "Building Community through Learning: Moving Students into the University by Moving Outside the Classroom" (L. Shorr and S. Parks); "A Learning Community Freshman Seminar" (D. Tompkins); and "Experience Keeps a Dear School" (R. Williams, Jr.). Part 4 features Portland State University: "Improving the Support of Writing in Learning Communities" (G. Jacob and C. Burnell); "Capstones and Academic Integrity" (S. Agre-Kippenhan); "Student Affairs in Helping Learning Communities Succeed: Partnerships Beyond Functional Titles" (V. Torres); "Using Undergraduate and Graduate Students to Build and Sustain Learning Communities" (C. Reynolds); "Senior Inquiry: A Portland State University/High School Collaboration" (B. Traver, J. Patton, J. Stratton, and J. Whittlesey); and "Assessment: A Collaborative Learning Practice" (R. Jessen and C. Ramette). (Papers contain references or bibliographies.) (SM)

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HE – Higher Education
IR – Information & Technology

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SP – Teaching and Teacher Education
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THESAURUS ADDITIONS AND CHANGES

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The following additions and modifications have been made to the ERIC controlled vocabulary since December 1994. They are, therefore, not included in the main body of the 13th (1995) edition of the *Thesaurus of ERIC Descriptors*.

ACADEMIC ACCOMMODATIONS (DISABILITIES)

- SN** Modifications of services, programs, and facilities to help persons with disabilities access the general education curriculum and validly demonstrate learning
UF Accommodations for Disabled (Educational Settings)

ACADEMIC DISCOURSE

- SN** Presentation of ideas (usually in written form) in academic or scholarly contexts that exhibits conventional characteristics in form and expression—traditionally, such communication has been objective, analytical, and expository, and has generally advanced an argument for a particular thesis—can also refer to conventions of discourse followed within individual scholarly disciplines—is often addressed in writing instruction for college (and, in some cases, high school) students (Note: Do not confuse with "English for Academic Purposes," which involves English instruction for non-English speakers—see also the Identifier "Academic Language")
UF Academic Writing

Academic Discourse Communities USE ACADEMIC DISCOURSE and DISCOURSE COMMUNITIES

- Academic Senates (Colleges)**
USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Academic Senates" was deleted)

ACIDS

- SN** Attitudes of, not toward, adolescents

ADOLESCENT ATTITUDES

- SN** Attitudes of, not toward, adolescents

ADOLESCENT BEHAVIOR

- SN** Behavior of adolescents (note: do not use for immature behavior by those older than adolescents)

AFROCENTRISM

- SN** Political and educational movement stressing African cultural values and the achievements of African civilizations, aimed at increasing confidence, identity, and unity among African-Americans and others of African descent
UF African Centered Perspective
Africentrism

Alternate Day Block Scheduling USE ALTERNATE DAY SCHEDULES and BLOCK SCHEDULING

ALTERNATE DAY SCHEDULES

- SN** (Scope Note Changed) Scheduling attendance on alternate days—frequently refers to kindergarten, preschool, or day care programs

ALTERNATIVE ASSESSMENT

- SN** Appraising knowledge or skills by means other than traditionally employed, objective tests, especially standardized multiple-choice tests
UF Alternative Evaluation (Individuals)
Alternatives to Standardized Testing

AMERICAN DREAM

- SN** The ideals of freedom, equality, and opportunity traditionally held to be available to everyone in the U.S.—also, the popular belief that perseverance and hard work in the U.S. will bring forth happiness, success, and material well-being

ASIAN AMERICAN STUDENTS

- SN** Students of Asian heritage (descendants of the indigenous peoples of East Asia and Southeast Asia) who are citizens or permanent residents of the United States

ATTITUDES TOWARD DISABILITIES

- SN** Predispositions or opinions, of individuals or of societies, concerning people with disabilities or concerning disabilities (note: see also the Identifier "Ableism")

Authentic Assessment USE PERFORMANCE BASED ASSESSMENT

Bathrooms USE TOILET FACILITIES

BEGINNING PRINCIPALS

- SN** Certified administrators entering their initial career position as executive or administrative officer of a school
UF First Year Principals

BEGINNING WRITING

- SN** Initial activities, processes, or behaviors involved in learning to write—usually applies to young children (Note: Do not confuse with "Basic Writing," which consists of instruction in fundamental skills, or "Freshman Composition," which concerns the instruction of first-year college students—see also the Identifier "Early Writing")

BENCHMARKING

- SN** Systematically measuring and comparing the operations and outcomes of organizations, systems, processes, etc., against agreed upon "best-in-class" frames of reference

BEREAVEMENT

- SN** Deprivation or loss, especially of loved ones by death (note: prior to Jun96, this concept was frequently indexed by "Grief")

BIODIVERSITY

- SN** The variety of living organisms, encompassing genetic differences within species to entire ecosystems
UF Biological Diversity
Diversity (Biology)
Genetic Diversity

BIRTHS TO SINGLE WOMEN

- UF** Illegitimacy
Illegitimate Births (1967 1995)
Nonmarital Childbirth
Out of Wedlock Births
Single Mother Births
Unmarried Mother Births

BISEXUALITY

- SN** Sexual responsiveness to both sexes

BLOCK SCHEDULING

- SN** An instructional arrangement whereby part or all of the daily class schedule is organized into blocks of time longer than an hour, to facilitate flexibility and diversity in instructional activities (note: prior to Aug96, this concept was indexed as "Time Blocks")
UF Block Time Teaching (former UF of "Time Blocks")

BOOKSTORES

- SN** Commercial businesses where books are the primary items for sale (note: see also the Identifiers "Booksellers" and "Book Dealers")
UF Bookshops

Bosnian USE SERBOCROATIAN

BRAIN UF Brain Research

BRAIN DRAIN

- SN** Loss of highly skilled or educated persons from one country, region, institution, or job sector to another (for better pay, improved living conditions, expanded opportunities, etc.)

BRASS INSTRUMENTS

- SN** Musical wind instruments, such as trumpets, trombones, and tubas, made of brass or other metal tubing commonly curved two or more times, and having a cup-shaped mouthpiece at one end and a flared bell at the other

BULLYING

- SN** Cruelty and intimidation by teasing, taunting, threatening, hitting, stealing, excluding, ignoring, etc.

CAPITAL PUNISHMENT

- UF** Death Penalty
Executions (Criminal Law)

Captioned Media USE CAPTIONS

- CAPTIONS**
SN (Scope Note Changed) Explanatory comments accompanying photographs, illustrations, etc.

CAREER ACADEMIES

- SN** Schools-within-schools (usually high-school level) focusing on broadly defined career themes (health careers, electronics, etc.), with highly integrated academic and vocational curricula and active involvement of local employers
UF High School Academies (Career Development)
Job Training Academies
Partnership Academies (School and Business)
Vocational Academies

CASE METHOD (TEACHING TECHNIQUE)

- SN** The practice of using cases as a pedagogical tool in fields such as law, business, medicine, and education—cases may include real and imagined scenarios, critical incident analysis, case studies, vignettes, and anecdotal accounts
UF Case Based Instruction
Case Study Approach (Teaching)

CASE STUDIES

- SN** (Scope Note Changed) Detailed analyses, usually focusing on a particular problem of an individual, group, or organization (note: do not confuse with "Medical Case Histories"—as of Dec97, use "Case Method (Teaching Technique)" for case-based instruction—as of Oct81, use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)

CENTRAL OFFICE ADMINISTRATORS

- SN** School district administrators, responsible to the superintendent and board of education for such areas as curriculum, personnel, budget, assessment, student services, and community relations (occasionally may be interpreted to include the superintendent and board of education)

CHAOS THEORY

Jan. 99

- SN Study of complex, replicated patterns in seemingly random phenomena
 UF Butterfly Effect

CHARTER SCHOOLS

Oct. 95

- SN Public schools run by groups of parents, teachers, and administrators under contract with local or state school boards, and given broad freedom from regulations in exchange for the promise of such favorable outcomes as improved test scores, attendance rates, and dropout rates

Child Restraints (Vehicle Safety)**USE CHILD SAFETY****and RESTRAINTS (VEHICLE SAFETY)****CHILD SAFETY**

Jul. 2000

- SN Freedom from, or prevention of, harm or danger to children (Note: See also "Child Welfare" for the related notion of a state in which physical and/or psychological needs of children are satisfied)

CHILDRENS WRITING

May 95

- SN Writing by, not for, children (note: see also the Identifiers "Beginning Writing" and "Early Writing")

CLASSICAL LITERATURE

Jul. 66

- SN (Scope Note Changed) Literature of ancient Greece and Rome (note: do not use for outstanding or time-honored books generally, for which see "Classics (Literature)")

CLASSICS (LITERATURE)

Aug. 96

- SN Literary works of demonstrably enduring appeal and quality (note: do not confuse with the literature of ancient Greece and Rome, for which use "Classical Literature"—see also the Identifiers "Great Books Curriculum" and "Junior Great Books Program")
 UF Literary Classics

Cocaine Prenatal Exposure**USE COCAINE****and PRENATAL DRUG EXPOSURE****COCHLEAR IMPLANTS**

Oct. 99

- SN Surgically inserted devices that convert sound reaching the cochlea into electrical impulses that are transmitted by wire to the auditory nerve—designed for persons with severe to profound hearing loss who receive little or no benefit from hearing aids

Collaborative Teaching**USE TEAM TEACHING****College Bookstores****USE BOOKSTORES****and COLLEGE STORES****Community Based Education****USE COMMUNITY EDUCATION****COMMUNITY EDUCATION**

Jul. 66

- SN (Scope Note Changed) Extending existing educational resources (including those of schools, colleges, and local organizations) into the community to serve all age groups and special target groups not ordinarily served by regular educational programs (note: do not confuse with community-focused place-based education, for which use the Identifier "Place Based Education," coordinated as appropriate with a second Identifier "Sense of Community")

COMMUNITY NEEDS

Aug. 98

- SN Necessary conditions for optimal function, development, or well-being of the community

COMPREHENSIVE SCHOOL HEALTH EDUCATION

Nov. 95

- SN Sequential programs of health instruction, health services, and healthful school environments that enable students in kindergarten through grade 12 to develop the awareness, knowledge, and skills needed for healthy behaviors—health areas covered include mental and emotional health, community and environmental health, consumer health, family life, growth and development, nutrition, personal health and fitness, safety and accident prevention, disease prevention and control, and substance use and abuse
 UF Comprehensive School Health Programs

CONCEPT MAPPING

Nov. 96

- SN The identification, organization, and graphic depiction of relationships among concepts in a knowledge domain—the technique employs a node-link formalism in which domain key concepts are circled, bracketed, etc., arranged hierarchically (general to specific), then interconnected by lines labeled with short explanations

CONJUNCTIONS

Sep. 96

- SN Connective words, as "and," "but," "because," "even though," that join words, phrases, clauses, or sentences (note: see also the Identifier "Connectives (Grammar)")

CORPORATE LIBRARIES

Feb. 2000

- SN Special libraries located within business firms (note: do not confuse with the Identifier "Business Libraries," i.e., libraries that focus on business administration and other business subjects)
 UF Company Libraries
 Industrial Libraries

Crack Babies**USE CRACK****and PRENATAL DRUG EXPOSURE****CRISIS INTERVENTION**

Mar. 80

- SN (Scope Note Added) Techniques used to avert or deal with psychiatric or medical emergencies, as potential suicide, domestic violence, and drug overdose (note: prior to Aug99, this term was not restricted by a scope note)

CRISIS MANAGEMENT

Aug. 99

- SN Implementation of processes designed to prevent or alleviate crisis situations (e.g., violence, threats of violence, natural disasters, significant failures, scandals) in an organization, system, community, or environment (note: prior to Aug99, this concept was occasionally indexed "Crisis Intervention," which was not scoped)

CULTURAL RELEVANCE

May 95

- SN Applicability of materials, methods, or programs to one's own ethnicity, social status, gender, religion, home and community environment, and/or personal experiences (note: if possible, use the more specific term "Culturally Relevant Education")
 UF Relevance (Cultural)

CULTURALLY RELEVANT EDUCATION

May 95

- SN Educational practices and resources that reflect the culture, values, customs, and beliefs of students (i.e., help to connect what is to be learned with the students' own lives)
 UF Culturally Appropriate Education
 Culturally Responsive Education
 Culture Based Curriculum

CYSTIC FIBROSIS

Oct. 98

- SN Hereditary disease of the exocrine glands characterized by salty sweat and the overproduction of thick, sticky mucus that may obstruct passageways (including pancreatic and bile ducts, intestines, and bronchi)

DEBT (FINANCIAL)

Jun. 99

- SN Money owed by one party to another (note: see also such Identifiers as "External Debt," "International Debt," and "National Debt")

DENIAL (PSYCHOLOGY)

Nov. 97

- SN Refusal or inability to accept painful or difficult realities

DENSITY (MATTER)

May 98

- SN Mass per unit volume of a substance

DEVELOPMENTALLY APPROPRIATE PRACTICES

Apr. 2000

- SN Student-centered educational practices based on developmental needs (usually of young children) that are both age appropriate and individually appropriate—individuals' patterns of growth, personality, families, and culture are among the important elements of the latter dimension
 UF Developmentally Appropriate Programs
 Developmentally Inappropriate Education

DEWEY DECIMAL CLASSIFICATION

Oct. 97

- SN Widely used hierarchical system for classifying library materials, devised by Melvil Dewey in 1873 and revised many times since then, that divides knowledge into ten 3-digit numeric subject classes, with further specification expressed by numerals following decimal notation
 UF Decimal Classification (Dewey)
 DDC (Classification)

Direct Assessment**USE PERFORMANCE BASED ASSESSMENT****DISCOURSE COMMUNITIES**

Aug. 2000

- SN Groups in which expressions of thought, either written or spoken, share characteristics of vocabulary, communicative intent, subject matter, form of presentation, etc.
 UF Rhetorical Community

DISSECTION

Oct. 96

- SN Examining the structure of an animal or plant by cutting it apart—frequently computer-simulated, and may include human anatomical study (note: for operative medical treatment, use "Surgery")

DIVERSITY (FACULTY)

Aug. 97

- SN Variation within a faculty population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

DIVERSITY (STUDENT)

Aug. 97

- SN Variation within a student population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

DOCUMENT DELIVERY

Nov. 95

- SN Transmission of a print or electronic document, such as a journal article, from a vendor or a library to the requestor—may be fee-based or free

DROUGHT

Nov. 95

- SN Climatic period(s) of extreme dryness, in which natural water supplies are insufficient for plant life and other needs (note: see also the Identifier "Desertification")

E Zines**USE ELECTRONIC JOURNALS****EARLY IDENTIFICATION**

Jun. 96

- SN Diagnosis of an exceptionality (disability and/or giftedness), medical condition, or risk factor early in life or in the condition's early stages (note: prior to Jun96, the instruction "Early Detection, USE Identification" was carried in the Thesaurus)
 UF Early Diagnosis
 Early Detection (former UF of "Identification")

ELECTRONIC JOURNALS Aug. 96

SN Periodicals, usually topical and moderated, that are published and disseminated (sometimes on an irregular schedule) in the form of electronic text or hypertext on computer networks (such as the Internet) or other computerized media (e.g., CD-ROM)

UF Electronic Magazines
Online Journals

ELECTRONIC LIBRARIES Sep. 96

SN Services and collections of information made accessible through computer networks—including services such as document delivery, end-user searching and training, network access, and online catalog enhancements, and access to collections of bibliographic and full-text databases, electronic journals, and digital images

UF Digital Libraries
Virtual Libraries

EMERGENT LITERACY Mar. 96

SN The early stages of learning to read and write—an increasing awareness of the print world, usually associated with young learners observing and experimenting with reading and writing processes (note: in the 1980s, the emergent literacy perspective was a departure from the more traditional stage view of reading/writing readiness followed by formal learning)

UF Early Literacy

EMPOWERMENT Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for individuals or groups (note: use a more specific term if possible—see the identifiers "Community Empowerment," "Employee Empowerment," and "Staff Empowerment")

UF Personal Empowerment
Self Empowerment

ENGLISH ONLY MOVEMENT Dec. 95

SN Efforts to make English the single official language of a government or other group (commonly, of the nation and states of the U.S.A.)

ENGLISH TEACHERS Sep. 95

SN Teachers of English-language arts and letters (note: may be coordinated with "English (Second Language)" for teachers of English as a second language)

ENVIRONMENTAL INTERPRETATION Apr. 2000

SN Presentation of the ecological or scientific significance of a park or other natural site—may take place in museums or other off-site locations

ETHNOMATHEMATICS Jul. 2000

SN Study of mathematical theories, concepts, or practices as affected by their sociocultural context—also the application of knowledge gained from such study, e.g., mathematics instruction for members of particular sociocultural groups

Euskara

USE BASQUE

EUTHANASIA Oct. 97

SN Inducing the death of persons or animals suffering from incurable conditions or diseases (note: related Identifiers are "Assisted Suicide" and "Right to Die")

UF Mercy Killing

Faculty Senates (Colleges)

USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Faculty Senates" was deleted)

FAMILY ENGLISH LITERACY May 97

SN English literacy for limited-English-proficient and non-English-speaking families—family English literacy programs usually include adult literacy, preschool/school-age education, and parenting education (note: use only for English as a second language programs—otherwise, use "Family Literacy")

FAMILY LITERACY May 97

SN Literacy for all family members—family literacy programs frequently combine adult literacy, preschool/school-age education, and parenting education (note: use the more specific term "Family English Literacy" for English as a second language programs)

UF Child Parent Literacy
Parent Child Literacy

FAMILY NEEDS Jun. 96

SN Conditions or factors necessary for optimal function, development, or well-being of families

FEMININITY Jun. 2000

SN The quality or condition of being feminine—may be considered to be determined or affected by biological, social, or cultural factors

FEMINIST CRITICISM Sep. 96

SN Description, interpretation, and evaluation of literature, art, music, educational programs, etc., from a feminist perspective (i.e., of female consciousness, women's rights, and the resistance to male domination)

FLOODS Nov. 95

SN Bodies of water that overtop their natural or artificial confines and that cover areas not normally underwater

FOCUS GROUPS May 96

SN Small, roundtable discussion groups charged with examining specific topics or problems (e.g., consumer preferences, product attributes, educational issues), including possible options or solutions—focus groups usually consist of 4-12 participants, guided by moderators to keep the discussion flowing and to collect and report the results

UF Focused Group Interviews

FRAUD Jun. 99

SN Deceit, trickery, or breach of confidence in order to gain unfair or dishonest advantage

Gardeners

USE GARDENING
and GROUNDS KEEPERS

GARDENING Sep. 2000

SN The laying out and care of a plot of ground devoted partially or wholly to the growing of plants such as flowers, herbs, or vegetables

GARDENS Sep. 2000

SN Plots of ground where herbs, fruits, flowers, vegetables, or other plants are cultivated—includes "water gardens," built about streams or pools, often with aquatic plants

GENDER ISSUES Jun. 2000

SN Points of discussion or controversy pertaining to aspects of the male or female sex, especially in relation to societal or cultural conceptions of masculine and feminine roles or traits (note: use a more precise term if possible—do not confuse with the Identifier "Gender (Language)")

GENOCIDE Feb. 2000

SN Deliberate systematic measures, often overtly or tacitly supported by a government, intended to exterminate a racial, political, or cultural group of people—usually refers to mass murder and other physical harm but may include destruction of language, religion, or culture (note: see also the Identifier "Holocaust")

GLOBAL APPROACH Oct. 74

SN (Scope Note Changed) Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system (note: do not confuse with outlooks or philosophies of life, for which see "World Views")

Global Perspectives

USE GLOBAL APPROACH

Government Policy

USE PUBLIC POLICY

GRAPHING CALCULATORS Jun. 97

SN Calculators capable of producing animated graphing sequences based on mathematical formulas (note: prior to Jun97, the Identifier "Graphing Utilities" was commonly used to index this concept)

GUN CONTROL Sep. 98

SN The regulation of the manufacture, transport, sale, ownership, and use of firearms

UF Firearms Control

GUNS Sep. 98

SN Weapons using an explosive, usually gunpowder, to hurl bullets or other projectiles (note: do not use for the Identifier "Toy Guns")

UF Firearms
Small Arms

Hands on Learning
USE EXPERIENTIAL LEARNING

HANDS ON SCIENCE Dec. 95

SN Science activities and programs that require active personal participation

HAZING Sep. 2000

SN Subjecting people to humiliation or abuse as part of an initiation process

HEALTH BEHAVIOR Jun. 2000

SN Actions, practices, or habits that have an impact on health

HEALTH MAINTENANCE ORGANIZATIONS Nov. 95

SN Prepaid comprehensive medical service systems (note: see also the Identifier "Social Health Maintenance Organizations")

UF HMOs
Managed Care (HMOs)

HEALTH PROMOTION Jun. 88

SN (Scope Note Changed) Activities that encourage and support optimum physical and mental states or conditions

HIGH STAKES TESTS Jul. 2000

SN Tests whose results are the chief determinants of significant consequences for individuals (e.g., graduation, grade promotion, or tracking) or institutions (e.g., accreditation, funding, or ranking)

HISPANIC AMERICAN STUDENTS Jun. 2000

SN Students of Hispanic heritage who are citizens or permanent residents of the United States

HISTORIANS Nov. 96

SN Scholars or writers of chronological accounts of human events

HISTORIC SITES Apr. 2000

SN Locations having historical significance

HISTORICAL INTERPRETATION Apr. 2000

SN Explanation of historical events, subjects, or sites

Home Child Care
USE CHILD REARING

HONESTY Nov. 97

SN Truthfulness—freedom from deceit or fraud

UF Dishonesty
Truthfulness

HOUSE PLAN Jul. 66

SN (Scope Note Changed) The organization of a school or college into smaller units or communities, each having its own program, services, or facilities

HOUSEWORK Nov. 96

SN Tasks, including cleaning, food preparation, and doing laundry, that are necessary for the maintenance of a household (note: see also the Identifier "Division of Labor (Household)")

UF Household Chores
Housekeeping (Households)

HURRICANES Nov. 95
 SN Tropical cyclones with high-speed winds equaling or exceeding 64 knots (73 mph)
 UF Tropical Cyclones
 Typhoons

Illegitimate Births (Del Dec95)
 USE BIRTHS TO SINGLE WOMEN

INFORMAL EDUCATION Jan. 99
 SN Casual and continuous learning from life experiences outside organized formal or nonformal education (note: do not confuse with "Nonschool Educational Programs" or "Nonformal Education")

INTERNET Feb. 96
 SN The international network of computer networks interconnected by routers or gateways and using the standard TCP/IP telecommunications protocol to transfer data such as electronic mail—the Internet connects millions of users among industry, education, government, research, commerce, and private households (note: see also the Identifier "National Information Infrastructure" for documents related to the U.S. Government's Federal NII/Internet policy initiative)
 UF Electronic Superhighway
 Information Superhighway

ISLAM Jun. 99
 SN Religion that professes belief in Allah as the sole deity and in Muhammad as the Prophet of Allah

JAPANESE CULTURE Mar. 96
JOB SECURITY Feb. 2000
 SN The assurance or belief that one's employment in a particular job will continue
 UF Employment Security

JOURNAL ARTICLES Jun. 96
 SN Works of prose, complete in themselves, that are published with other such works in periodicals (note: corresponds to Pubtype Code 080—do not use except as the subject of a document)
 UF Articles (Journals)
 Magazine Articles
 Periodical Articles

JOURNALISM RESEARCH Sep. 95
 SN Basic, applied, and developmental research conducted to advance knowledge about journalism (note: use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)

KEYWORDS Sep. 96
 SN In information science, words and phrases in an abstract, title, text, etc., of a work that identify its significant content (note: keywords are usually the uncontrolled or "natural-language" vocabulary—do not confuse with controlled subject headings, for which use "Subject Index Terms")—in learning and language development, words and phrases of prime importance to a particular task/activity, frequently associated with one another or with pictorial images for easy remembrance (note: see also more precise Identifiers "Keyword Mnemonics," "Keyword Method (Language Learning)," and "Keyword Method (Second Language Learning)"
 UF Key Word Access Points

Kirghiz (Del Apr98)
 USE KYRGYZ

KYRGYZ Apr. 98
 UF Kirghiz (1968 1998)
 Kirgiz
 Kyrghyz

Language Evolution
 USE DIACHRONIC LINGUISTICS

LANGUAGE MINORITIES Aug. 96
 SN Groups whose native language is not the dominant language of the larger society (note: "Limited English Speaking" may be more appropriate for documents dealing with English-as-a-second-language instruction)
 UF Linguistic Minorities
 Minority Language Groups

LIBRARY ADMINISTRATION Sep. 75
 SN (Scope Note Added) Planning, organizing, directing, and controlling human or material resources within a library or library network

LIBRARY ADMINISTRATORS Aug. 96
 (former UF of "Library Administration")
 SN Library personnel whose responsibilities may include managing library staff, evaluating programs, planning and managing budgets, developing collections, and planning library services (note: prior to Aug96, the instruction "Library Administrators, USE Library Administration" was carried in the Thesaurus)

LIBRARY DIRECTORS Aug. 96
 SN Chief executive officers of libraries or library systems responsible for overall direction and coordination of library services, resources, and programs
 UF Head Librarians

LIBRARY OF CONGRESS CLASSIFICATION Apr. 98
 SN Library material classification system, designed for large collections and used widely by academic libraries, that represents knowledge by a mixed notation of letters and numbers—developed initially in 1897 for the U.S. Library of Congress
 UF LC Classification

LIMITS (MATHEMATICS) Jun. 97
 SN The minimum and maximum points of variable x —also, the values approximated by a function $f(x)$ as the independent variable x approaches a specific value, usually associated with calculus

LISTSERVS Nov. 98
 SN Electronic mailing lists that serve specific purposes or areas of interest and that automatically distribute messages from subscribers to all other subscribers
 UF Electronic Discussion Lists
 Internet Discussion Lists
 Mailing List Servers

MANDATORY CONTINUING EDUCATION May 97
 SN Education required by regulation or law for occupational and professional development, e.g., for work licensure or certification

MANDATORY RETIREMENT Jun. 96
 SN Forced retirement upon reaching a maximum age—this age can be set through statute, court ruling, or contract
 UF Compulsory Retirement

MANUSCRIPTS Jun. 2000
 SN Typewritten or handwritten versions of books or other works, especially the authors' own copies—the form of written works submitted for publication

MAORI Sep. 96
 SN Language of the indigenous Polynesian people of New Zealand

MAORI (PEOPLE) Sep. 96
 SN Indigenous Polynesian people of New Zealand

Mapping (Cartography)
 USE CARTOGRAPHY
 (unqualified use reference "Mapping" was deleted)

MASCULINITY Jun. 2000
 SN The quality or condition of being masculine—may be considered to be determined or affected by biological, social, or cultural factors

MATHEMATICS ACTIVITIES Aug. 97
 SN Methods of mathematics instruction that usually involve some participation by students—may include projects outside the school

MATHEMATICS HISTORY Feb. 97
 SN Study of mathematical sciences and activities through the ages, including specific periods, geographic areas, branches, and mathematicians

MAYA (PEOPLE) Aug. 97
 SN Indigenous people of Guatemala, Belize, southern Mexico, and the Yucatan peninsula (note: see also the Identifier "Mayan Civilization")
 UF Mayans

Mental Arithmetic
 USE ARITHMETIC
 and MENTAL COMPUTATION

MENTAL COMPUTATION Apr. 2000
 SN Performance of mathematical operations in the mind, i.e., without aid of pencil and paper, or calculator
 UF Mental Mathematics

MIDDLE SCHOOL STUDENTS Jul. 99
 SN (Note: coordinate with the appropriate mandatory educational level descriptor)

MIDDLE SCHOOL TEACHERS Jul. 99

MIDDLE SCHOOLS Jul. 66
 SN (Scope Note Added) Various combinations of grades 5 through 9—mainly 6-8, but also 5-7, 5-8, 7-8, or 7-9 (note: added Jul99 to list of mandatory educational level Descriptors—indexed with levelers "Intermediate Grades" and/or "Junior High Schools" prior to that time)

MULTIPLE INTELLIGENCES Aug. 98
 SN Theory or view of human intellect, originated in 1983 by Howard Gardner, that every individual has at least seven different autonomous intelligences, i.e., linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal—more recently, an eighth intelligence (naturalist) has been recognized, and a ninth (existential) is being considered

MULTIRACIAL PERSONS Aug. 2000
 SN Individuals of mixed racial ancestry (Note: See also the Identifier "Multiracial Family")
 UF Biracial Persons
 Interracial Offspring
 Mixed Race Persons
 Mulattoes
 Racially Mixed Persons

MUSLIMS Jun. 99
 SN Persons who accept the creed and teachings of Islam (note: do not confuse with Identifiers "Black Muslims" and alternate "Nation of Islam")
 UF Moslems

NATIONAL PARKS Sep. 96
 SN Areas of scenic, historical, scientific, or ecological importance protected and preserved by a national government for public enjoyment or study

NATIONAL STANDARDS Nov. 97
 SN Guidelines, requirements, and other specifications that are enacted and administered, publicly or privately, at the national level (note: see also Identifiers for specific national educational standards, cross-indexed under "National Standards..." in the Identifier Authority List)
 UF National Skill Standards

NATIONAL TEACHER CERTIFICATION Dec. 95
 SN Use of nationwide competency assessment and testing to certify teachers (Note: Do not confuse with the Identifier "National Teacher Examinations," which is a specific test series published by the Educational Testing Service)
 UF National Certification (Teaching)

Nature of Science
USE SCIENTIFIC PRINCIPLES

NAVIGATION Jul. 66

SN (Scope Note Added) Managed point-to-point movement in any environment or medium (note: if appropriate, use the more specific terms "Orienteering" for the sport of cross-country navigation and "Navigation (Information Systems)" for movement among or within Internet sites and other locations on computers)

NAVIGATION (INFORMATION SYSTEMS) Jan. 97

SN The process of finding one's way around the contents of a database or hypermedia-based program—navigability is a chief goal of those who design computer systems, human-computer interfaces, and hypermedia links, and also a leading criterion for those who evaluate them

NONFORMAL EDUCATION Jul. 73

SN (Scope Note Changed) Organized education without formal schooling or institutionalization in which knowledge, skills, and values are taught by relatives, peers, or other community members (note: do not confuse with "Nonschool Educational Programs" or "Informal Education")

NONGOVERNMENTAL ORGANIZATIONS Sep. 99

SN Private sector organizations, typically nonprofit, voluntary, and international in scope, that carry out a variety of social development or public interest functions

NUCLEAR WEAPONS Jan. 99

UF Atomic Bombs
Nuclear Arms

NURSERY RHYMES Dec. 95

SN Short rhymed poems or songs for children that often tell a story
UF Mother Goose Rhymes

Nutrient Deficiencies
USE NUTRITION

Nutritional Deficiencies
USE NUTRITION

OBJECTIVITY Apr. 2000

SN The idea that facts or conditions may be perceived or reported without distortion by feelings or biases, and therefore may be verified (note: see also such Identifiers as "Journalistic Objectivity," "Specific Objectivity")

OCCUPATIONAL SEGREGATION Nov. 99

SN Concentration of one gender or of a particular racial, ethnic, or other group in an occupation or job classification (note: for occupational sex segregation, coordinate with the Identifier "Sex Segregation")
UF Job Segregation

Official English Movement
USE ENGLISH ONLY MOVEMENT

OLDER WORKERS Jul. 97

SN Personnel, aged 40+, employed full- or part-time (note: for specificity, coordinate with appropriate age-level Descriptors—"40+" in definition is per Age Discrimination in Employment Act of 1967 (U.S.))

OLYMPIC GAMES Aug. 89

SN (Scope Note Changed) International program of sports competition held in a different country every 4 years (summer and winter games alternate in even-numbered years)—the modern Olympic Games, first held in 1896, are a revival of similar quadrennial contests held in ancient Greece (note: do not confuse with "Special Olympics")

OTITIS MEDIA Nov. 96

SN Infection, and/or collection of fluid, in the middle ear, occurring most often in infants and young children—may cause hearing loss in recurrent or long-standing cases

UF Ear Infections (Middle Ear)
Middle Ear Disease

OUTCOME BASED EDUCATION Aug. 95

SN The effort, often by a state or local education agency, to organize all the features of schooling (including aims, curriculum, instruction, and assessment) so as to produce specifically delineated results (often including noncognitive as well as cognitive results) and generally with the expectation that all students will demonstrate such results

UF OBE
Outcomes Based Education
Results Based Education

OUTDOOR LEADERSHIP Aug. 98

SN Management or direction of groups in the outdoors—includes planning and conducting outdoor group activities, evaluating risks and safety concerns, influencing group dynamics, and facilitating participant reflection on the experience

PACIFIC ISLANDERS Jan. 96

SN Indigenous peoples of Micronesia, Polynesia, and Melanesia, and their descendants (note: use a more specific term, if appropriate—see also the geographic Identifiers "Pacific Islands" and "Oceania")

PAPAGO Jul. 66

SN (Scope Note Added) The Uto-Aztecan language of the Tohono O'odham nation of American Indians—related to Pima, the two languages are sometimes referred to collectively as O'odham, the Papago and Pima word for "people"

PARENT EMPOWERMENT Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for parents

PARENTS WITH DISABILITIES Apr. 96

SN Parents who have a disability or impairment of any type
UF Disabled Parents

PATTERNS IN MATHEMATICS Aug. 99

SN Numerical and geometrical configurations of natural or human origin (note: see also the Identifier "Number Sequences")
UF Mathematical Patterns

PEDAGOGICAL CONTENT KNOWLEDGE Mar. 98

SN An integration of teacher understanding that combines content (subject matter), pedagogy (instructional methods), and learner characteristics

PEER MEDIATION Jun. 2000

SN The use of peers (e.g., students, teachers) to promote reconciliation, settlement, or compromise between conflicting parties
UF Student Mediation

PERFORMANCE BASED ASSESSMENT Apr. 96

SN Evaluation of achievement, learning, etc., that requires direct demonstration of knowledge and skills via the construction of responses, and for which scoring can be based on the processes of the response construction as well as the final product—typically, performance-based assessments are designed to elicit and strengthen examinees' critical-thinking skills, problem-solving strategies, self-evaluation skills, and other higher-order thinking skills (note: do not confuse with "Performance Tests," whose usage is restricted to evaluations of manual manipulations and body movements—see also related Identifiers "Alternative Assessment," "Authentic Assessment," and "Direct Assessment"—prior to Apr96, the Identifier "Performance Based Evaluation" was used to index this concept)
UF Performance Assessment (Higher Order Learning)
Performance Based Evaluation

PERFORMANCE TESTS Jul. 66

SN (Scope Note Changed) Tests that require the manipulation of objects or skilled bodily movements (note: do not confuse with "Nonverbal Tests," which minimize the use of language but may not emphasize the manipulation of objects or skilled movement—prior to Mar80, the use of this term was not restricted by a scope note—use "Performance Based Assessment" for "higher-order" performance testing)

UF Performance Assessment (Skilled Bodily Movements)

PETS Mar. 96

SN Animals kept for pleasure and companionship (note: coordinate with individual animals as appropriate, e.g., Descriptors "Birds," "Horses" or Identifiers "Cats," "Dogs")
UF Companion Animals

PHONATHONS May 98

SN Fund raising or other solicitation activities using the telephone
UF Telephone Solicitation Programs

Physical Self Concept
USE BODY IMAGE

POLITICAL CORRECTNESS Jun. 96

SN The attempt in communication or other activity to be inoffensive and inclusive—may lead to censorship and intolerance in some cases, and is regarded with derision by many (note: see also the Identifiers "Speech Codes" and "Hate Speech")
UF Politically Correct Communication

POPULAR EDUCATION Feb. 97

SN Education that encourages learners to critically examine their day-to-day lives and collectively take action to change social conditions and systems (frequently associated with Paulo Freire's critical pedagogy and participatory literacy campaigns)
UF Peoples Education

POPULAR MUSIC Jan. 96

SN Music enjoyed by the general public and commonly disseminated via the mass media (note: prior to Jan96, this concept was frequently indexed by "Popular Culture" coordinated with "Music" terms)
UF Pop Music

POSTMODERNISM Jul. 2000

SN A cultural, philosophical, or stylistic reaction to or successor of modernism, beginning from about 1960—the postmodern period or approach is characterized by a relativistic or pluralistic sense that truth or reality is dependent on specific context or individual perspective
UF Post Modernism

POSTTRAUMATIC STRESS DISORDER Oct. 95

SN Acute or chronic delayed reaction to highly stressing events such as military combat, sexual assault, childhood abuse, natural disasters, unexpected deaths, and life-threatening accidents—symptoms include anxiety, depression, intrusive recollections, and emotional detachment
UF Post Traumatic Stress Syndrome
Posttraumatic Neurosis
PTSD

PRENATAL DRUG EXPOSURE Oct. 96

SN Maternal drug use during pregnancy—also, a medical condition in infants and children resulting from such use
UF Drug Exposure in Utero
Fetal Drug Exposure
Prenatal Exposure to Drugs

PRENATAL INFLUENCES Aug. 68

SN (Scope Note Changed) Factors occurring between conception and birth and affecting the physical or mental development of an individual (note: use the more precise "Prenatal Care" or the narrower "Prenatal Drug Exposure," if appropriate)

- PRESERVICE TEACHERS** *Aug. 98*
 SN Students in a teacher education program, at a college or university, preparing for professional-level teaching positions (note: prior to Aug98, this concept was sometimes indexed by "Student Teachers" or "Education Majors")
 UF Prospective Teachers
- PROBLEM BASED LEARNING** *Nov. 99*
 SN Any educational process that engages students to collaboratively investigate and resolve one or more ill-structured (open-ended) real-world problems
 UF Problem Centered Curriculum
 Problem Oriented Instruction
- PROCESS APPROACH (WRITING)** *Aug. 2000*
 SN Method of teaching writing, often in a workshop atmosphere, in which students are guided through all aspects of the writing process—students brainstorm topics, produce drafts, confer about their writing, revise, edit, and make their writing available to others (i.e., "publish")
 UF Process Writing
 Writing as Process
 Writing Process Approach
- PUBERTY** *Dec. 95*
 SN Period of life at which the individual reaches sexual maturity and is capable of reproduction (note: see also the Identifier "Puberty Rites")
- PUBLIC HISTORY** *Apr. 2000*
 SN History as experienced in public settings, e.g., archives, museums, public policy organizations, historical societies, and the media—includes historical work and study in such settings
 UF Applied History
- Putonghua**
 USE MANDARIN CHINESE
- RAINFORESTS** *Apr. 95*
 SN Woodlands of dense, mainly broad-leaved evergreen trees in areas of high annual rainfall (note: coordinate with Identifiers "Deforestation," "Tropics," etc., as appropriate)
 UF Rain Forest Preserves
 Temperate Rainforests
 Tropical Rainforests
- READING MOTIVATION** *Nov. 95*
 SN The arousal, direction, and sustaining of reading interest and activity for work, school, pleasure, or other purpose
- RECIPES (FOOD)** *Sep. 96*
 SN Instructions and ingredients for preparing food dishes
- REGGIO EMILIA APPROACH** *Feb. 2000*
 SN An approach to early childhood education originating in the municipal preprimary schools of Reggio Emilia, Italy, characteristics of which include emphasis on children's symbolic representations (including drawing, sculpture, dramatic play, and writing), documentation of the children's experiences in long-term projects, and extensive involvement of parents and the community
- Reggio Emilia Preschools**
 USE PRESCHOOL EDUCATION
 and REGGIO EMILIA APPROACH
- REHEARSALS (THEATER ARTS)** *Feb. 2000*
 SN Practice sessions generally under the instruction of a conductor or director in preparation for a public performance
- RESILIENCE (PERSONALITY)** *Sep. 97*
 SN The ability to withstand and move beyond difficult life situations
- Restrooms**
 USE TOILET FACILITIES
- REUNIONS** *Jun. 2000*
 SN The coming together of relatives, friends, or associates after periods of separation
- RHYME** *May 97*
 SN Correspondence of sounds among words or lines of verse
 UF Rime (Sound)
- RIVERS** *Jun. 2000*
 SN Streams of water that flow in a definite channel toward an ocean, a lake, or another body of water
 UF Streams
- Rundi**
 USE KIRUNDI
- SCHOLARLY COMMUNICATION** *Aug. 2000*
 SN Exchange of ideas or information between scholars—may occur through any medium and encompasses the spectrum from formal publication to informal discussion
 UF Scholarly Information Exchange
- SCHOLARLY WRITING** *Aug. 2000*
 SN Formal written presentation of research or ideas by scholars (Note: Prior to Aug00, as an unscoped Identifier, this term was used broadly to index such concepts as "Faculty Publishing," "Writing for Publication," "Academic Discourse," and "Scholarly Communication")
- SCHOLASTIC JOURNALISM** *Jul. 2000*
 SN School-sponsored journalistic endeavors, e.g., production of newspapers, yearbooks, electronic periodicals, Web sites, or broadcast news programs
- SCHOOL CULTURE** *Feb. 96*
 SN Patterns of meaning or activity (norms, values, beliefs, relationships, rituals, traditions, myths, etc.) shared in varying degrees by members of a school community
- SCHOOL PSYCHOLOGY** *May 2000*
 SN Application to the school setting of psychological knowledge and methods regarding cognitive, affective, or social development—includes activities such as assessment, diagnosis, consultation, and treatment—may refer to the practice or the study of school psychology (note: prior to May00, this term was frequently indexed by "School Psychologists")
- SCHOOL UNIFORMS** *Jul. 2000*
 SN Standardized clothing for regular school attendance worn in conformity with school policy (Note: Excludes uniforms for special activities such as band, athletics, or ROTC—see also the Identifier "Uniforms")
- SCIENCE ACHIEVEMENT** *Mar. 2000*
 SN Level of attainment in any or all science skills, usually estimated by performance on a test
- SCORING RUBRICS** *Jun. 2000*
 SN Evaluation tools, usually grids, that list the criteria for a task or performance, and articulate gradations of quality for each criterion
 UF Assessment Rubrics
 Rubrics (Scoring Guides)
- SELF ADVOCACY** *Jan. 97*
 SN The process of exercising, defending, and promoting one's rights—most often refers to people with disabilities speaking and acting on behalf of themselves
- Self Centeredness**
 USE EGOCENTRISM
- Semiology**
 USE SEMIOTICS
- SERBOCROATIAN** *Jul. 66*
 SN (Scope Note Added) (Note: see also Identifiers "Croatian" and "Serbian")
- SERVICE LEARNING** *Mar. 96*
 SN Learning through community service (or public service in a wider sphere), usually integrated with regular instruction in school or college (note: see also related Identifiers "Community Service," "Youth Community Service," and "National Service")
 UF Community Service Learning
- SEXUAL ORIENTATION** *Aug. 2000*
 SN The direction of one's psychosexual interest toward members of the same sex, the opposite sex, or both sexes
 UF Sexual Preference
- Silent Speech**
 USE INNER SPEECH (SUBVOCAL)
- Social Context**
 USE SOCIAL ENVIRONMENT
- SOCIAL PROMOTION** *Feb. 2000*
 SN Process of passing students on to the next level or grade based on age or social maturity rather than academic accomplishment
- SOCIOLOGISTS** *Feb. 96*
 SN Scholars who systematically study and critique the development, structure, functioning, and dilemmas of human society
- SPIRITUALITY** *May 99*
 SN Openness to an existence or superior being beyond ordinary sensory and intellectual experience, i.e., to a transcendent or supernatural reality or creative spirit
- STATISTICAL SIGNIFICANCE** *Mar. 80*
 SN (Scope Note Changed) Property of having low probability of occurrence on the basis of chance alone (in this sense, "significance" means neither "bigness" nor "importance"—usually, the odds have to be at least 20 to 1 and preferably 100 to 1 against pure chance for significance to be claimed)
- STRING INSTRUMENTS** *Aug. 99*
 SN Musical instruments, ordinarily the violin family (violin, viola, cello, double bass) but occasionally also the guitar, lute, harp, etc., in which tone is produced with strings stretched on a frame and bowed or plucked by hand—excludes keyboard instruments, such as the piano or harpsichord, with strings struck or plucked mechanically (note: see also more precise Identifiers "Viols," "Violin Instruction," "Guitars," etc.)
 UF Stringed Instruments
- STUDENT EMPOWERMENT** *Jul. 96*
 SN Promotion or attainment of autonomy and freedom of choice for students
- SUDDEN INFANT DEATH SYNDROME** *Oct. 99*
 SN The sudden and unexpected death of an apparently healthy infant, occurring almost always during sleep, that cannot be explained by postmortem studies
 UF Cot Death
 Crib Death
 SIDS
- TEACHER COLLABORATION** *May 96*
 SN An interactive process that enables teachers with diverse expertise to work together as equals and engage in shared decision making toward mutually defined goals
 UF Collaborative Teachers
 Teacher Cooperation
- TEACHER EMPOWERMENT** *Jul. 96*
 SN Promotion or attainment of autonomy and freedom of choice for teachers
- TEACHER RESEARCHERS** *Nov. 97*
 SN Teachers who engage in educational research, generally to improve their own classroom practices
 UF Teachers as Researchers

TEACHER SURVEYS *Oct. 97*
 SN Studies in which data are gathered from teachers on their attitudes, interests, activities, characteristics, etc. (note: use as a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document)

TEACHERS WITH DISABILITIES *Apr. 96*
 SN Teachers who have a disability or impairment of any type
 UF Disabled Teachers

TECH PREP *Mar. 95*
 SN Sequential programs of study that integrate preparation for technical careers with academic education in a highly structured and closely articulated secondary and postsecondary curriculum, leading to a minimum of an associate degree or 2-year certificate in a specific career field
 UF Two Plus Two Tech Prep

TEMPORARY EMPLOYMENT *Jul. 99*
 SN Work arrangement in which it is understood that the job is of limited duration (note: see also the Identifier "Temporary Faculty")

Temporary Help Services
 USE EMPLOYMENT SERVICES
 and TEMPORARY EMPLOYMENT

TIME BLOCKS *Jul. 66*
 (now a narrower term of "Time")
 SN (Scope Note Added) (Note: prior to Aug96, this concept was a narrower term of "School Schedules," and its usage generally was reserved for that context—"Block Scheduling" has replaced it in the "School Schedules" hierarchy)

TIME TO DEGREE *Apr. 98*
 SN Total length of time between original enrollment to completion of all requirements for a postsecondary degree
 UF Degree Completion Time

Timetables
 USE SCHEDULING

Timetables (School)
 USE SCHOOL SCHEDULES

TOHONO O ODHAM PEOPLE *Dec. 95*
 SN A desert-dwelling American Indian people of southern Arizona and the province of Sonora in northwest Mexico (also, dispersed kin)
 UF Papago (Tribe)

TOILET TRAINING *Oct. 99*
 SN Process of teaching a child or disabled individual to control bladder and bowel functions and use the toilet
 UF Potty Training
 Toilet Learning

TORNADOES *Nov. 95*
 SN Violently rotating storms, usually visible as funnel clouds, with wind speeds of 100-200 mph and causing considerable destruction when touching ground—most common in the U.S. and Australia

TRANSFER RATES (COLLEGE) *Jan. 98*
 SN Percentages of students who have transferred from one institution of higher education to another (calculation varies, depending on the definition of transfer utilized)
 UF College Transfer Rates

Transformation Theory (Adult Learning)
 USE LEARNING THEORIES
 and TRANSFORMATIVE LEARNING

TRANSFORMATIVE LEARNING *Jun. 2000*
 SN Learning by reflecting critically on one's own experiences, assumptions, beliefs, feelings, and mental perspectives in order to construe new or revised interpretations—often associated with adult learning
 UF Perspective Transformation
 Transformations (Adult Learning)

Truant Officers
 USE ATTENDANCE OFFICERS
 and TRUANCY

Two Plus Two Tech Prep Associate Degrees
 USE ASSOCIATE DEGREES
 and TECH PREP

UNIVERSAL DECIMAL CLASSIFICATION *Apr. 98*
 SN Elaborate system for classifying library materials that divides the total field of knowledge into 10 main branches, with increased specialization provided by further subdivisions of 10 and additional auxiliary notations of special signs and numbers—devised in 1895 as an expansion of the Dewey Decimal Classification, and revised continually since then
 UF Decimal Classification (Universal)
 UDC (Classification)

UNIVERSITY PRESSES *Oct. 98*
 SN Publishing houses associated with higher education institutions and often specializing in scholarly or creative works

VELOCITY *May 98*
 SN Rate of motion in a specified direction (note: see also the Identifiers "Angular Velocity" (rate of rotational motion) and "Nerve Conduction Velocity")

VIRTUAL REALITY *Aug. 96*
 SN Computer-generated simulations of three-dimensional environments, intended to seem real, with which users interact using combinations of sensing and interface devices and software

Viracnon
 USE BIKOL

WALKING *Jul. 97*
 SN (Note: see also the Identifier "Hiking")

Washrooms
 USE TOILET FACILITIES

WEAPONS *Jan. 99*
 SN Instruments, devices, or techniques used to attack or to counter an attack
 UF Arms (Weapons)
 Combat Instruments

Webzines
 USE ELECTRONIC JOURNALS

WELLNESS *Apr. 2000*
 SN Condition of physical and psychological well-being attained through deliberate pursuit of a healthy lifestyle (note: prior to Apr00, the instruction "Wellness Programs, USE Health Promotion" was carried in the Thesaurus)
 UF Wellness Programs (former UF of "Health Promotion")

WIND INSTRUMENTS *Aug. 2000*
 SN Musical instruments played by causing the air in the instrument to vibrate by blowing into or across the air tube

WOODWIND INSTRUMENTS *Aug. 2000*
 SN Musical wind instruments, such as clarinets, flutes, saxophones, oboes, and bassoons, made of wood or metal tubing in which sound is produced by the vibration of one or two reeds in the mouthpiece or the passing of air over a mouth hole

WORD ORDER *Oct. 98*
 SN The arrangement of words in a phrase, clause, or sentence—the sequence in which words are placed according to the conventions of a given language

WORKPLACE LITERACY *Feb. 96*
 SN Reading, writing, computation, and communication skills performed in the context of job tasks
 UF Job Literacy
 Job Related Literacy
 Occupational Literacy

WORLD VIEWS *Jul. 98*
 SN Comprehensive belief/value systems held by individuals or groups—fundamental frameworks for perceiving and interpreting life and the universe (note: do not confuse with international or whole-world orientations and undertakings, for which see "Global Approach")
 UF Life Views
 Outlooks on Life
 Philosophy of Life
 Weltanschauungen
 Worldviews

WORLD WIDE WEB *Jun. 96*
 SN A hypertext-based information system for disseminating and retrieving text or multimedia files via the Internet—the files can be accessed with a browser program installed on the user's computer
 UF Web (The)
 WorldWide Web Service
 WWW

Writing Development
 USE WRITING (COMPOSITION)

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- Resource Guides
- Speeches and Presentations
- State of the Art Studies
- Statistical Compilations
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- Teaching Guides
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| PC and Mixed MF/PC Orders | | | Microfiche Only Orders | | |
|---------------------------|-------------------------|--------------------------|--|-----------|---------------|
| Order Value | Domestic* | International | Order Value | Domestic* | International |
| Under \$8.50 | \$4.30 | \$5.35 | Under \$1.51 | \$0.65 | \$1.70 |
| \$8.51—\$17.50 | \$4.30 | \$7.90 | \$1.52—\$1.76 | \$1.10 | \$2.20 |
| \$17.51—\$25.00 | \$4.30 | \$13.05 | \$1.77—\$2.01 | \$1.35 | \$2.50 |
| \$25.01—\$50.00 | \$5.40 | \$18.55 | \$2.02—\$5.00 | \$1.70 | \$2.75 |
| \$50.01—\$75.00 | \$6.00 | \$32.75 | \$5.01—\$7.50 | \$1.95 | \$3.00 |
| \$75.01—\$100.00 | \$6.50 | \$38.25 | \$7.51—\$9.75 | \$2.20 | \$3.20 |
| \$100.01—\$125.00 | \$7.10 | \$49.15 | \$9.76—\$12.50 | \$2.40 | \$3.45 |
| \$125.01—\$150.00 | \$7.65 | \$54.60 | \$12.51—\$14.75 | \$2.60 | \$3.65 |
| \$150.01—\$175.00 | \$8.25 | \$65.50 | \$14.76—\$17.25 | \$2.85 | \$3.80 |
| \$175.01—\$200.00 | \$8.80 | \$71.00 | \$17.26—\$19.50 | \$4.10 | \$5.00 |
| \$200.01—\$225.00 | \$9.50 | \$76.45 | \$19.51—\$25.00 | \$4.45 | \$5.35 |
| \$225.01—\$250.00 | \$11.65 | \$81.90 | Over \$25.00 Please use Domestic PC and Mixed MF/PC Orders Shipping Rates Chart at left, starting with \$25.01 | | |
| \$250.01—\$275.00 | \$13.80 | \$87.35 | | | |
| \$275.01—\$300.00 | \$16.10 | \$92.80 | | | |
| Over \$300.00 | \$4 + 5% of Order Value | \$4 + 30% of Order Value | | | |

* Domestic = Customers in Canada, Mexico, and the United States, including Puerto Rico and regions administered by the United States qualify as domestic for standard service only.

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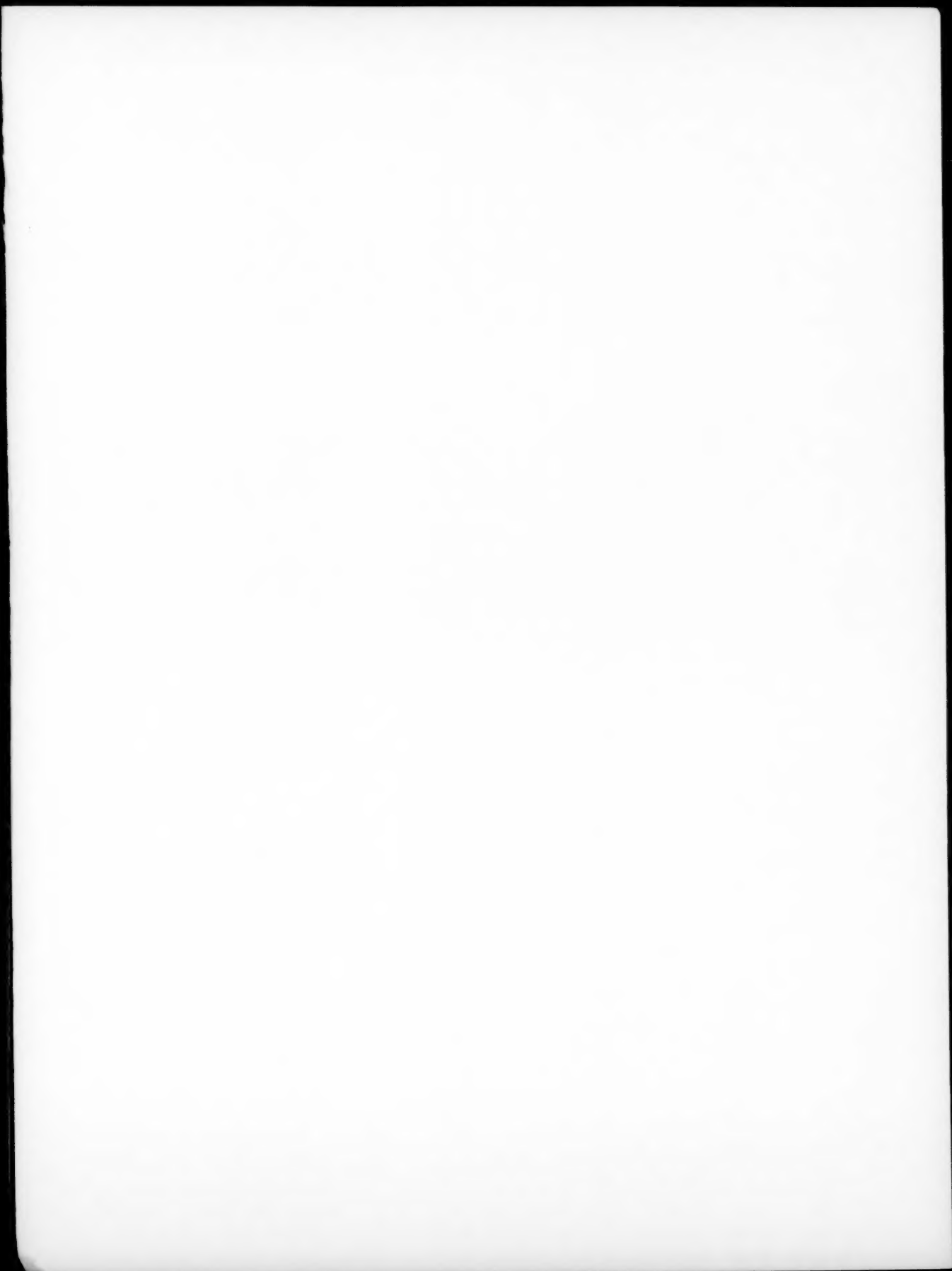
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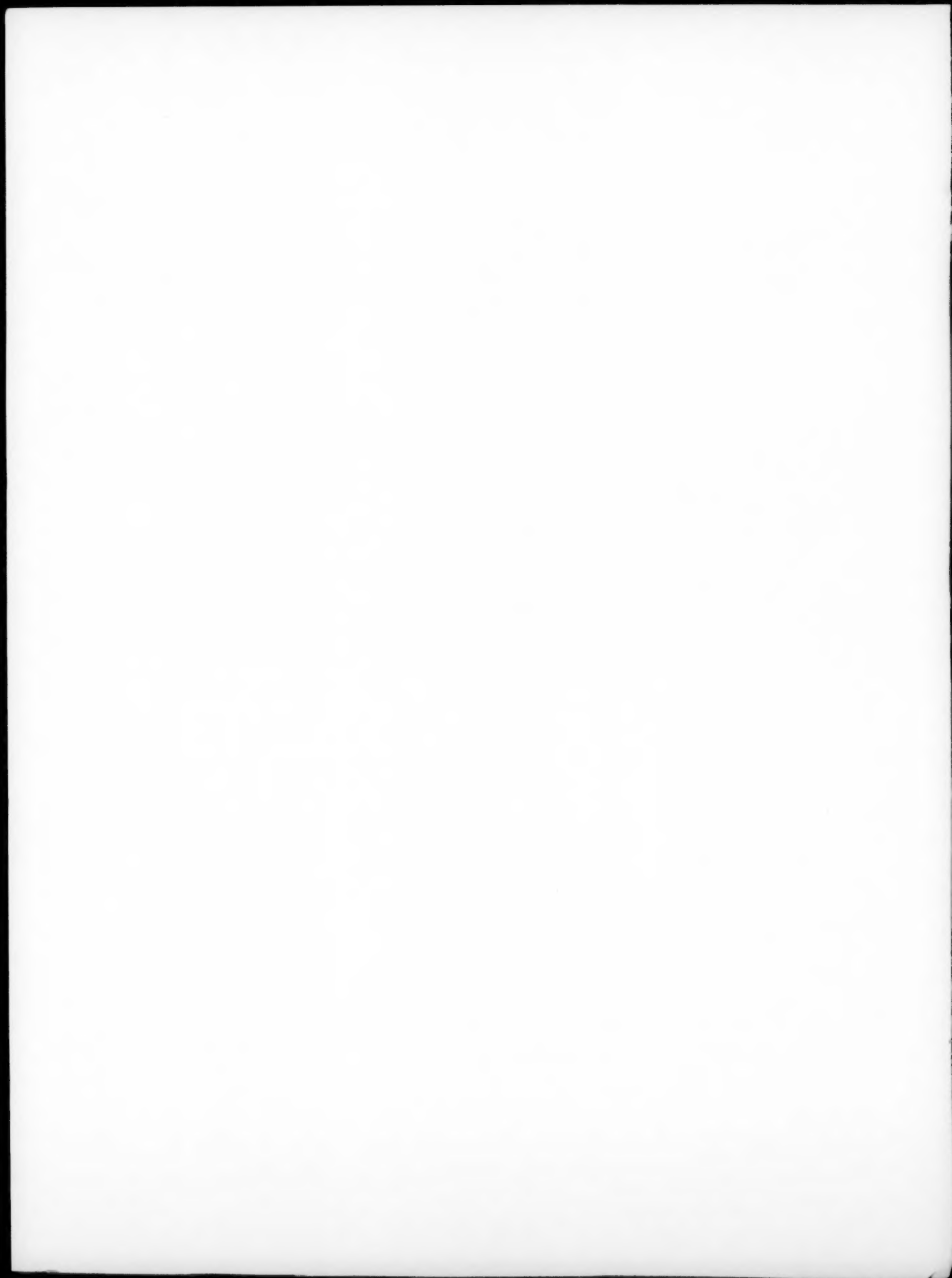
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